Elementary French Immersion Language Guide

L'Immersion à l'élémentaire: guide langagier

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CHAPTER 1 - French Immersion: An Overview

1.1 THE GOALS AND OBJECTIVES OF THIS GUIDE

This document is a follow up to the Primary French Immersion Language Arts Guide (1992), and attempts to assist the transition to the Intermediate level. It explains the philosophy, outlines teaching methods, and suggests some activities for use in the elementary French immersion classroom. Information about research in French immersion has been included, along with a history of the program in Canada and Newfoundland. It is hoped this guide will help teachers:

- to create a child-centered, activity-oriented program which will reinforce and improve students' language skills in listening, reading, writing, and speaking;
- to plan for most effective use of classroom time and materials;
- to foster in students an appreciation of francophone cultures.

To complement the theory and teaching methods, some samples of classroom materials and children's work have been included in the Appendices.

1.2 HISTORICAL PERSPECTIVE

Bilingual education is not a new or recent phenomenon. For many years, and in many parts of the world, schooling has been provided in a language other than the students' mother tongue. In Canada, many non-francophone parents have registered their children in francophone schools in order to provide them with a higher degree of bilingualism than is possible through a regular Core French program. In 1965 a group of parents from the St. Lambert area of Quebec requested that the South Shore Protestant Regional School Board establish an experimental Kindergarten class of "French Immersion" as we know it today.

The St. Lambert experiment was so successful that other school boards quickly started similar programs. By 1975, immersion programs could be found from Coquitlam, British Columbia to Cape St. George, Newfoundland.

In the 1992-93 school year, there were approximately 300,000 students enroled in French Immersion programs across Canada, approximately 5,000 of them in the province of Newfoundland and Labrador.

1.3 FRENCH IMMERSION IN NEWFOUNDLAND

The *Report of the Policy Advisory Committee on French Programs* (1986) to the Minister of Education, Government of Newfoundland and Labrador recommends the adoption of the following definitions:

1. "French Immersion is a program designed for English-speaking students in which French is the language of instruction in the classroom for all or some of the subject areas and as much as possible the means of communication in the school environment." (p.37)

2. "Early Immersion is a program from Kindergarten to Level 3, beginning at the Kindergarten level with approximately 100 percent of instruction in French. With the introduction of Language Arts and other subjects in English, the percentage of instructional time in French decreases somewhat as students progress through the varying grade levels." (p.37)

This Report also proposes the following objectives for Early Immersion programs:

a) pupils should be able to participate easily in conversation;
b) pupils should be able to take further education with French as the language of instruction at the college or university level - that is, understand lectures, write papers, and take part in class discussion;
c) pupils should be able to function well in a French environment and, if desired, accept employment using French as the working language;
d) pupils should be able to understand and appreciate the emotional attitudes and commonly held values of members of both official language communities.

The most distinctive feature of immersion programs, then, is that the second language is used to teach regular academic subjects, such as Mathematics and Science, as well as Language Arts. Immersion teachers teach regular school subjects in French much as they would if their students were native speakers of the language. Instruction in French grammar is more typical of a native language approach than of a second language approach.

According to the Canadian Association of Immersion Teachers (CAIT) immersion education is "a second-language learning situation located at the intersection of teaching the Mother Tongue and the Second Language" (translation). In immersion classes, the teacher tries to create the same kinds of conditions that are thought to exist during first language acquisition. Emphasis is placed on creating in the students a desire to learn the language in order to engage in meaningful and interesting communication.

1.4 RESEARCH AND FRENCH IMMERSION

Systematic evaluations of immersion programs have been ongoing since the inception of the first immersion program in 1965-66. That St. Lambert Experiment was evaluated by W.E. Lambert and G.R. Tucker of the Department of Psychology, McGill University, who created a model of evaluative research that has been followed in subsequent evaluations of immersion programs. (See Lambert and Tucker, 1972).

As early as 1973, a definite pattern of results became clear, confirming the findings from the St. Lambert Experiment. Among the findings of the extensive research conducted on early immersion programs across Canada are the following:

1) students in French immersion develop a higher level of competence in French than is generally attainable through conventional Core French instruction. In particular, it has been found that immersion students are most likely to perform as well as francophone students on tests of listening and reading comprehension (Lambert and Tucker, 1972; Swain and Lapkin, 1982);
2) students in French immersion develop more positive attitudes towards

francophones and the French language than do children in regular English stream programs;

3) students in early immersion programs experience temporary lags in some aspects of English language skills until formal instruction in English is introduced. Once English Language Arts are introduced, however, immersion students transfer language skills from French to English, catching up very rapidly with children in regular English stream programs. By the end of Grade 6, immersion students usually perform as well as, or better than children in regular English programs. The temporary lag found in English literacy skills (reading comprehension, spelling and written vocabulary) may be due to lack of formal training. In Grades 1 and 2, aural/oral language skills (listening comprehension, oral production and oral vocabulary skills) of immersion students have been found to be on par with or even more developed than those of students in the regular English stream (Genesee, Tucker and Lambert, 1975);
4) standardized testing done in the areas of Mathematics, Science, History and Geography has shown that students in early immersion have tended to perform as well as comparison groups in these school subjects (Genesee, 1987). In addition, they are able to transfer their knowledge from one language to the other;
5) there has been no evidence that immersion students suffer any negative effects on their intellectual or creative development as a result of their schooling in French.

Immersion education, then, has proven to be a viable alternative to regular school programs. The extensive evaluation and research conducted to date has shown that it does indeed provide students with functional bilingualism. According to Genesee (1987), immersion has shown itself to be an effective form of second language education for students with diverse learner characteristics and from different kinds of communities.

After so many years of evaluation and research directed solely at proving that French immersion programs do not have any detrimental effect on students, research is now changing its focus. Instead of looking solely at the product or outcomes of immersion education, a number of researchers are now taking a process-oriented approach, to study teaching practices for French immersion. They are observing the differences between classroom processes in French immersion, Core French, French as a first language and even regular English classes in an attempt to formulate a French immersion methodology. The precise nature of language use by teachers and students is also the subject of a number of new research projects.

1.5 GOALS OF ELEMENTARY FRENCH IMMERSION

As already stated, the Elementary French Immersion program in this province is guided by the *Aims of Public Education for Newfoundland and Labrador* (1984). As such, the program is concerned with the spiritual, moral, intellectual, emotional, physical and social development of the individual as well as with the needs of the society of which he/she is a member.

As outlined in the *Aims of Public Education*, it is the school's mandate to provide students with the opportunities and guidance necessary to attain their fullest and best development as private individuals and as members of human society. The literacy goals of our education system are equally applicable to Elementary French immersion. Upon completion of the French immersion program, K-12, students should be able to function well in a bilingual society, usually requiring an orientation period.

Although a language-saturated environment is essential to the successful French immersion program, language competence is not the sole objective. Skill and competence in **each** and **every** subject area of the elementary curriculum are desired. Mathematics, Science, Social Studies, Health, Art, Music, Physical Education, Family Life and Religion are all integral and essential components of the program. Regular reference to subject area curriculum guides, and long and short term planning to meet curriculum objectives, are of utmost importance.

By definition, the French immersion program places importance on the development of language skills - both French and English. A whole language approach to language acquisition is employed, ensuring an environment rich in meaningful learning experiences based on student needs.

Effective learning of a second language necessitates the understanding and appreciation of the cultural beliefs, customs and values expressed by members of that language group. In keeping with this, the Elementary French Immersion program continues to build on the knowledge of French culture introduced in the Primary program. The Elementary program continues to introduce students to French culture through stories and games, as well as through activities associated with special holidays and events celebrated by francophone peoples. It is hoped that students will also gain an appreciation of their own unique cultural heritage through comparison and contrast.

The Elementary French Immersion program is designed to meet the individual needs and interests of the students in all areas of the curriculum, while providing a solid foundation for the understanding and appreciation of the bilingual/multicultural nature of our Canadian society.

CHAPTER 2 - The Elementary French Immersion Program

2.1 CHARACTERISTICS AND DEVELOPMENT OF THE ELEMENTARY CHILD

Elementary children are able to learn to manipulate their experiences and to establish relationships. They can approximate outcomes, and, through trial and error, find solutions to problems. At the same time they are developing their own specific interests, sense of humour and feeling of place in the world around them.

Intellectually, elementary children are curious and impatient to learn. Increasingly they are using old or previously acquired knowledge in new learning situations. They question beliefs and attitudes. They devise their own problem-solving strategies and This occurs naturally when a child is acquiring the mother tongue, but must be provided for in the L2 classroom. Many new experiences are available to the student in the AC program, and these serve to generate the referential and communicative language. At the same time, cognitive knowledge is being acquired and is linked to linguistic expression.

She offers the following rationale:

- children know far more language than they exhibit in response to classroom drills;
- they are more motivated to learn;
- it (the AC classroom) provides a non-threatening atmosphere which permits physical movement during class time;

techniques. Their interests broaden and they sense a greater responsibility for their own learning.

Judicious use of an activity-centred (AC) approach (where subject matter is presented using themes and where students are involved in hands-on experiences) best reflects these developmental characteristics. This is supported by Stevens (1983) who states:

> In an AC program, each person acts on the environment to obtain knowledge. This is an application of Piagetian theory to L2 learning. Piaget (1975) emphasized that children must operate on their own environments so as to build personal sets of meanings from experience.

- it (the AC class) provides for the acceptance of "creative mistakes", with practice, i.e. "the use of language in numerous situations where meaning is important and where opportunity exits for students to develop confidence in their ability to cope with the language";
- it supports ego development through decision making and organizing material;
- learners receive feedback by interaction with peers, teachers and others on their product or performance;
- students take responsibility for their own learning;
- it can be incorporated into the curriculum on a regular basis.

In language development, children are strengthening their abilities in listening, speaking, reading and writing. They are demonstrating an increasing need to extend their comprehension of spoken French. They are learning to listen critically and appreciatively to stories, plays, songs and poems. They benefit greatly from regular exposure to a variety of native speakers in authentic language situations through resource people, films, videos or cassettes.

Elementary children should use more complex sentences and demonstrate greater self-correction. They should have increased opportunities to debate and discuss issues of interest to them.

Elementary children's reading is improving in speed, complexity and comprehension. Regular exposure to a variety of literary genres and authors will give children a critical appreciation for the written language and prepare for a growing active vocabulary.

The children's writing should reflect a greater sense of audience. Their work will relate their experiences, aspirations, feelings and ideas in a variety of ways. Structure and content will be progressively more complex.

All children develop at different rates. In the elementary grades they are getting physically stronger and heading into puberty. Their attention span is lengthening but is still limited.

2.2 THE NATURE OF LANGUAGE AND LANGUAGE LEARNING

An understanding of the nature of language learning is crucial to children's cognitive and linguistic development. The following is a summary of the most important features of language and language learning:

- Language is symbolic. Only humans have the capacity to use symbols to stand for ideas. Language symbolizes, either orally, written, or in thought. Language learning is intimately connected with thought.
- Language is composed of a variety of elements. Phonology refers to the sound system of a language; syntax refers to the order in which words are put together to express meaning; semantics refers to the meaning of words and groups of words. Pragmatics refers to the particular context in which language occurs. All four elements must be intact and available for comprehension to occur.
- Children learn the elements of language by interacting with others and discovering what language is, how it works, and what it is used for.
- Language is social and collaborative. Language learning thrives best in social situations in which communication is encouraged and thoughts and feelings are respected and valued.
- Language is functional. Children use language for many purposes; they know what language is because they know what language does. Children do not learn language and then learn to use it. They learn language by using it.
- Language is a tool for learning, not just a system of communicating what one already knows. In the various curriculum areas, children listen, speak, write and read with others who share their interests in new experiences.
- Language is shaped by family, community, region, country and culture. There are many varieties of speech, called dialects. Every language, including English, is a family of dialects. In school, dialects must be accepted and used as the basis for the teaching/learning process.

2.3 SECOND LANGUAGE LEARNING AND THE ELEMENTARY CHILD

To be successful language learners, children need to view themselves positively. They must be motivated to receive the information provided them. Effective teachers use a variety of teaching methods to respond to all students.

In any group, teachers are faced with a variety of learning styles which often require a diversity of teaching approaches. There are the auditory learners who learn best through listening to the teacher or to recorded materials. There are the visual learners who need the support of pictures, images and words written down in order to fully understand instruction. Others are tactile learners who understand best when they can manipulate objects, do jigsaw puzzles, or play games with dice or cards. There is the kinesthetic learner who responds well to learning when there is movement such as drama, mime or dance. Most children exhibit a combination of learning styles. Effective teachers respond with a combination of teaching methods.

A non-threatening environment is essential for second-language learners who must understand what is being said, be encouraged to take risks and speak freely. A good language model is essential.

It seems that even after six or seven years, French immersion students lack the precision and fluency of the native speaker. This is due at least in part to the lack of French outside the classroom. (McLaughlin, 1985)

According to Rubin (1985), good language learners exhibit the following characteristics:

1. **They are willing to guess** - Teachers can encourage students to guess intelligently by showing them how to base their guesses upon specific information such as a clue in a grammatical structure, in a lexical item or in a non-verbal context. Many slow language learners are not aware that guessing, when based upon specifics, is a good learning strategy.

2. **They have strong motivation to communicate** - Since students seem to enjoy talking about themselves and their own experiences, teachers can motivate students through personalized instruction by (a) using the students themselves as examples to illustrate points of vocabulary and structure, (b) using various questioning techniques to elicit personalized answers, (c) letting students create their own examples to illustrate a particular aspect of vocabulary, and (d) creating situations for spontaneous interaction (Reiss, 1985).

3. **They are often not inhibited** - Teachers can engage students in meaningful, purposeful, real-life activities in a favourable classroom climate with the intent of encouraging risk-taking. Mistakes are inevitable during the process of learning to communicate.

4. **They are prepared to attend to form or to look for patterns in language** - Teachers can point out form and make students aware of patterns as well as encourage students to monitor each others' speech and seek correction from each other.

5. **They practise** - They seek opportunities

to use the language. In addition to establishing the kind of classroom climate in which students are eager to speak and are motivated by personalized and creative activities, teachers can facilitate communication in the classroom by engaging students in activities where they have to:

- establish a social relationship (phone calls, class visits, interviews);
- seek and give information (interviews, research projects, presentations);
- express reaction (opinion poll re: school event);
- learn to do something (follow a recipe, task cards);
- talk themselves out of trouble, persuade, discourage or entertain others (drama, role-playing).

6. **They monitor their own speech and that of others** - Teachers can encourage this strategy by allowing students to play a greater role in class communication through group work, peer correction, learning centers, etc. Maximum student talk is desired.

7. **They attend to meaning** - Teachers can engage students in activities requiring the search for meaning rather than for grammatical components.

Marrie and Netten (1991) reported that

> the analysis (of Communication strategies) concluded effective communicators used virtually all of the identified communication strategies, but used more achievement than reduction strategies. Less effective communicators used fewer of the communication strategies in general and tended to use achievement and reduction strategies to approximately the same degree.

They conclude the article by stating:

> Furthermore, if it were demonstrated that use of achievement strategies could be taught in the classroom, young EFI learners might be assisted in improving their communication skills, and perhaps ultimately, general achievement.

2.4 RESPONDING TO THE NEEDS OF THE ELEMENTARY FRENCH IMMERSION CHILD

In the Elementary grades, English becomes the dominant language as students' English Language Arts skills surpass those in French. Teachers therefore encourage children to continue learning French as well as English.

While it is easier to teach to the class as a whole, teachers must realize that each child has different needs. For example, when teachers have a frustrated child, they must ask which skills are causing the difficulty in order to determine the most appropriate solutions.

Since children need to learn visually as well as orally, the classroom should exhibit visual aids. Pictures, written words and authentic materials should be visible. For reinforcement, a summary of what is said in class can be written on the chalkboard or posted on flipchart paper.

We also have exceptional children who may benefit from activities that surpass grade level expectations. Learning centers can play an important role in providing such students with appropriate challenges. For further information refer to Section 3.5.

CHAPTER 3 - The French Immersion Environment

3.1 CREATING AN ACTIVITY-ORIENTED, STUDENT-CENTERED CLASSROOM

Elementary children in a rich and stimulating environment are in a favourable position for learning. A good learning environment is crucial to a child's cognitive, physical, social and emotional growth. Children want to attend a school where they are appreciated and where they are given opportunities to interact with one another, with the teacher and with learning materials. Children require a rich learning environment with a high achievement orientation where learning is fun.

It is of utmost importance to create a rich, stimulating learning environment for students. Section 3.7 provides details for consideration.

3.2 THE FRENCH IMMERSION TEACHER

A guide on the side rather than a sage on the stage.

This statement describes the role of the teacher in today's school. With changing educational methodology, educators have been challenged to re-evaluate their position vis-a-vis students and the implementation of curriculum.

Good teachers have fundamental characteristics, such as empathy, patience, understanding and inventiveness. In addition, effective French immersion teachers:

- possess high-level fluency in the French language to provide a good linguistic model for students (the French language is used at all times in all situations);
- possess the ability to communicate in English orally and in writing (frequent communication with parents is essential);
- have a knowledge of French culture;
- understand the conditions unique to immersion type instruction;
- understand the language acquisition process (the manner in which language is learned and assimilated);
- are conscious of students' self-image and respect different learning styles;
- provide meaningful activities which are significant and stimulating for the student;
- adapt their oral expression, course content and methods to students;
- understand that course content is as important as second language learning;
- are facilitators of learning;
- observe students to pin-point their interests;
- create situations where thoughts and ideas are exchanged and valued;
- provide opportunities for students to practise, observe, analyze and evaluate communication skills;
- are animators (the classroom is the place where students must live French language and culture.);
- encourage students to speak and to respect the opinions of others;
- demonstrate classroom activities (e.g. silent reading, journal writing, dictionary use);
- encourage and always relate to students in a positive manner;
- are friendly and dynamic;
- attend to students' personal needs as well

as to program content.

Roinsol (1989) outlines a profile of language teachers which applies to French immersion.

	KNOWLEDGE	ABILITY	PROFESSIONAL DEVELOPMENT
Language	Mastery of both written and spoken French	Communicative Approach - use of spoken language in class	Regular up-grading necessary for non-francophones
Culture	Knowledge of French/francophone culture in Canada and elsewhere	Use of pedagogical resources - print and audio-visual	Positive attitude-seeks contact with French/Francophone cultures
Learning	Theories of second language learning in functional context	Adaptation of teaching style to different students and situations	Avails of all learning situations
Teaching	General and language teaching strategies	French second language teaching methodologies	• Awareness of current research • Continual adaptation

3.3 ORGANIZING FOR INSTRUCTION

Children Learning (1990) outlines three types of instruction:

- teacher-directed instruction;
- teacher-supervised instruction;
- teacher-guided instruction (minimal involvement of teacher).

Teacher-directed instruction. Many objectives in the elementary curriculum require direct teaching. Typical teacher-directed activities are:

- teaching a concept/skill in a specific curriculum area;
- leading a discussion;
- reading a story/poem;
- giving a demonstration;
- developing an experience chart;
- learning a song/game;
- asking questions.

Teacher-supervised instruction. In teacher-supervised instruction, children work with teacher supervision on a variety of tasks:

- teaching a concept/skill;
- writing a story (conferring with the teacher);
- reading a book;
- creative art/drama;
- small group discussions;
- learning center activities.

Teacher-guided instruction. Elementary children can be engaged in activities on a regular basis in which the teacher is minimally involved. These activities include:

- working at a listening station;
- silent reading;
- journal writing;
- learning centres on some occasions;
- small group discussions;
- cooperative art/drama.

During all types of instruction, there is on-going teacher-child and child-child interaction.

The classroom should be set up to facilitate a variety of types of instruction. Seating should be arranged to encourage interaction between students as well as with the teacher. The arrangement of desks should be flexible so that changes in grouping may be made quickly and efficiently. Small clusters are ideal to make the best use of classroom space.

The teacher should be able to see students at all times, and no work areas should be hidden from view.

3.4 PLANNING AND TIMETABLING

Advance planning is important to ensure the efficient use of classroom time and the attainment of program objectives. Although it need not be elaborate, a yearly planning schedule is indispensable. It provides the teacher with an overview of the year's work and a chance to plan subject area integration. For example, in Grade 5, at Christmas, "Noël d'autrefois" in the text *Mots endimanchés* could be coupled with "Grandparents' Days" in Social Studies. As well, if resource persons are available, traditional Newfoundland dancing could be incorporated into the Physical Education program.

Monthly planning provides the teacher with a more specific outline of what is to be accomplished and it is in this process that the details of subject area integration are worked out.

Annual, monthly, weekly, and daily planning are essential to an effective program. Use of provincial curriculum guides for the various subject areas is imperative in this process. Time allocations for all levels of the French immersion program are set out in the *Program of Studies.*

3.5 LEARNING CENTRES

Learning Centres serve two important functions in a classroom:

1. They allow teachers to work regularly with small groups of students to:
   - introduce new concepts;
   - reinforce or extend concepts;

- provide remedial work on specific concepts;
- conduct conferences;
- evaluate achievement of curriculum objectives.

2. They provide opportunities for students to work co-operatively or independently, thus promoting self-directed learning.

Learning Centres are areas of the classroom devoted to specific activities or boxes of materials for students to work with at their desks or elsewhere. These activities provide concrete, hands-on experiences related to various objectives of the curriculum. Appendix A suggests a list of centres.

It is recommended that teachers maintain a few permanent centres, alternated every month or so with several that are new, in order to give students a chance to familiarize themselves throughly with the process, and to keep their interest.

Evaluation is an on-going process during learning centre activities. The teacher has opportunities to evaluate student learning daily when working with smaller groups (one-half or one-third of a class). It is also necessary for the teacher to monitor students who are working independently. This should be done during transition time. When observing students working independently, the teacher should consider the following:

- Is the child completing the task at the centre?
- Is the child working at his/her ability level?
- Is the child progressing in skill development?
- Is the child working cooperatively with others, or does group membership need to be changed?
- Is the child following the established routines at the centre?
- Is the child using French for interaction at the centre?
- Does the child have appropriate French vocabulary and structures to function successfully at the centre?

Follow-up discussion and sharing time are extremely important after Learning Centre activities are completed. Follow-up is an integral part of the activity, and can take a variety of forms. Time spent in informal discussion and sharing of ideas and experiences reinforces language, and children develop a deeper understanding of concepts and skills. Recording information or findings on experience charts is an effective technique in follow-up activities. Time should also be allotted to allow children to question one another, and to compare and discuss their experiences.

3.6 COMMUNICATIVE COMPETENCE AND LANGUAGE DEVELOPMENT

To develop student communicative competence, teachers must work on three levels:

- discourse competence;
- grammatical competence;
- sociolinguistic competence.

Discourse competence is the ability to recognize and produce coherent and cohesive text.

Grammatical competence is the ability to follow the rules of morphology and syntax.

Sociolinguistic competence is the ability to recognize and produce socially appropriate language within a given sociocultural context.

According to Swain (1985), immersion students develop a level of a discourse competence comparable to native speakers. They fall short, however, in the areas of grammatical and sociolinguistic competence. Swain suggests the reason for this may be a lack of opportunity on the part of the students to produce language in authentic situations. While students receive a great deal of input through reading and listening to develop their discourse skills, they do not use the language enough to develop native-like output.

Often, in the immersion classroom, emphasis is placed on the message and not on the form. Students therefore develop strategies of communication which are not necessarily effective in producing language that is grammatically correct. The same is true of the sociolinguistic aspect of the language. Students use a very familiar register of language, and are often not required to use more formal registers. Thus, there is a distinct difference between the performance of immersion students and native speakers. At the Primary level, actual communication is the main aim of instruction and form is not always monitored. At the Elementary level, teachers should encourage and challenge students to become more and more precise in their language use. Verification of comprehension and usage with all students is an important strategy at all stages of curriculum delivery (introduction, learning, and follow up) to ensure appropriate feedback on an ongoing basis. More details are provided in ensuing Chapters. Giving students more opportunities to communicate (see Section 4.4 on grouping), and providing them with proper grammatical and sociolinguistic structures should lead to improvement in student output. Requiring students to use "vous" for example, is a way to reinforce that verb form. Simulations where students must use different registers can afford appropriate opportunities in this regard.

Teachers must involve students in the use of language registers through a variety of authentic or authenticated texts, films, audio tapes, etc., and provide them with opportunities to use them. This is in keeping with the whole language notion that a child must experience language from a variety of sources and be provided with many opportunities to use it.

3.7 CREATING A FRENCH AMBIANCE

The most essential condition for the success of an immersion program is the existence of a French atmosphere in the school where it is offered. No opportunity to use the French language should be missed. (Saskatchewan Education, 1987)

To achieve maximum effectiveness in an immersion program, every effort should be made to create a French ambiance in the entire school - not just within the confines of the classroom. Labelling items in the hallways, translating poster captions and making announcements in French are important ways of doing this. These activities constitute more than just a "frill". They are essential if students are to derive maximum benefit from their immersion school day before returning to their homes.

Responsibility for creating a French environment lies with both the French immersion teachers and the school administration. **Time should be set aside at the beginning of each year to systematically plan the school's course of action for creating a French ambiance.**

Useful activities to help create a French ambiance include:

- French music over the PA system at recess and lunch time;
- Visits by French theatre or music groups;
- Visits by francophones;
- French bulletin board displays;
- Student broadcasts/announcements in French;
- Singing of 'O Canada' in French in assemblies or on the PA system;
- Mini French week;
- Sharing between classes (e.g. plays, concerts);
- Preparation of French meals;
- School-wide celebration of French holidays/events;
- Exchanges with francophone children via letters, video-tapes, cassette tapes, phone calls or visits.

Community contacts helpful in bringing more French into the school include the following who are able to relate to students:

- the local francophone association;
- francophones in the community;
- college/university staff members: French Department, Faculty of Education (French Methodology Section);
- federal government agencies.

3.8 INTEGRATION OF CULTURAL CONCEPTS

I do not want my house to be walled in on all sides and my windows to be stuffed, I want the cultures of all lands to be blown about my home as freely as possible. But I refuse to be blown off my feet by any. (Mahatma Gandhi)

The Report of the Policy Advisory Committee on French Programs (1986) recognized the value of culture as a goal when it stated, " pupils should be able to understand and appreciate the emotional attitudes and commonly held values of members of both official language communities". (p.38)

Stephen Carey (1984), addresses the issue of cultural awareness. He states:

> If indeed a cultural understanding and sense of empathy for different value systems is an important goal of immersion programs, far more effort will have to be directed to promoting the culture of the other linguistic community and to providing opportunities for these students to further their access to and their appreciation of the francophone culture. (p.248)

Although this guide is concerned with acquisition of French and appreciation of French culture, we must recognize that Canada is a multicultural nation. The immersion experience highlights the importance of all cultures. There are sound pedagogical reasons for including cultural components in the elementarycurriculum. These include fostering a climate of understanding and tolerance in schools and society, increasing student interest in second language learning, and providing relevant, interesting language programs.

Culture, an integral component in the Elementary grades, includes all aspects of francophone lifestyle: customs, holidays, dress, laws, government, gestures, humour and idiomatic expressions. It helps to identify both differences and commonalities among different groups.

Appropriate cultural references and activities for Elementary students should be systematically incorporated and evaluated by:

- providing information on authors and illustrators of books;
- highlighting general themes from songs and books;
- teaching expressions (both idiomatic and gestural);
- teaching social etiquette (e.g. phone use, table manners, introduction);
- introducing various accents through class visitations or use of radio;
- using television, videotapes or recordings.

Appendix B suggests a calendar of cultural events. Further references regarding cultural activities can be found in the Primary French Immersion Guide.

CHAPTER 4 - Instructional Approaches

4.1 WHOLE LANGUAGE IN FRENCH IMMERSION

" Whole language programs are programs of personal growth and empowerment... In whole language programs, pupils read, write and communicate with increasing linguistic power." (Mickelson, 1988)

The application of the Whole Language Approach in French Immersion classes is currently receiving considerable attention. It is felt by some that whole language strategies should be modified to reflect the fact that the linguistic competence of the second language speaker is not as "whole" as that of the native speaker. French immersion educators are therefore advised to consult the literature and communicate frequently with colleagues on the local level and in other jurisdictions. Freeman and Freeman (1992) observed that

> Whole language teachers examine the assumptions about teaching and learning upon which they operate, they become researchers in their own classrooms, and they refine their practices in light of the research they conduct as well as the research that they read.

Numerous authors (notably Bélanger, 1991; Bisaillon, 1992; Bonnar, 1991; and Lentz, 1993) have contributed their observations on this subject as a result of their direct contact with the classroom. It is generally accepted that teachers can lead students to view and study the details and discrete points of language, when these are related to contexts that are relevant, and when they respond to the needs of the students. Specifically, this lends credence to the organized and judicious use of phonics as one of the techniques in the development of the reading skill. It also allows for the practice of grammatical elements. However, it is useful to note, as stated by numerous authors, that students tend to first see the whole, and only later do they develop an understanding of the parts. "Parts are harder to learn than wholes because they are more abstract. We need to have the whole to provide a context for the parts." (Freeman and Freeman,1992).

The whole language philosophy advocates the use of holistic learning strategies which include quality literature for reading instruction and the use of children's own language for reading and writing. Children's literature, student language experiences, and basal materials form the basis for teaching. The program is resource-based, and teachers are encouraged to use all appropriate and relevant materials at their disposal. Freeman and Freeman (1992) provide this concise statement as a framework for the inclusion of whole language practices:

> Another popular idea about whole language is that it is a revolt against certain practices and materials. It is true that whole language teachers are more apt to use real literature than to use basal programs, and they prefer to engage students in authentic activities rather than drilling them on worksheets. They generally avoid the direct teaching of skills as the prerequisite for reading and writing. They prefer to teach skills in the context of real reading and writing

activities. In fact, this has led to the popular misconception that whole language teachers don't teach skills at all (Newman and Church 1990). Whole language teachers may avoid using certain materials or techniques, but this is not the defining characteristic of whole language teaching. In some schools where teachers are required to use basals and to teach skills directly, teachers are still able to apply whole language.

A whole language program is child-centred. Its starting point is the language, thoughts, and knowledge of the child. It engages the child in activities to promote further development in all aspects (listening, speaking, reading, and writing) across all areas of the curriculum. Although skills are taught, the program is not hierarchical or arbitrarily sequenced. The student progresses from one skill to the next, but does not work on a skill in isolation. In this way, the approach is holistic and integrated.

In such a program, children are encouraged to monitor and evaluate their own learning. Individual differences are acknowledged; choice is permitted; autonomy is developed; and ownership for language is gradually acquired. Learners are constantly surrounded with language, and are encouraged to use it in thoughtful, meaningful, purposeful ways. Multiple opportunities are provided for expression and "risk-taking". Encouragement, assistance and positive feedback are an integral part of a whole language approach. The classroom environment facilitates communication by providing many good models of language use.

The child-centred nature of a whole language philosophy has implications for teachers and parents. The teacher becomes a learner, a coach, and a helper, rather than an authority who always decides what will be done. Co-learning and teamwork are encouraged (Mickelson,1988). Teachers and parents become colleagues, co-learners and co-teachers. This is possible in a French immersion program despite the fact that many parents do not speak French. (See Chapter 7, "Parents As Partners".)

Evaluation is an integral component of a whole language philosophy. It is done by students, teachers and parents. Students evaluate their own work and decide what to add, delete and revise. They express their opinions about their own work, and decide ways to improve it in consultation with available resources.

Teachers evaluate primarily through observation, which they use to determine "where each child is, what each is doing and what each needs in order to grow" (Mickelson, 1988). Their observations serve as the basis for activities to foster further development of each child. A self-evaluation by the teacher is also essential in such a program.

Parents, too, evaluate their child's progress through observation. They constantly monitor their child's disposition, reading and homework. The information from all three sources (students, teachers and parents) is important in a whole language program.

To examine oral language and literacy in French immersion, listening, speaking, reading and writing are treated separately. These language components are integrated in a whole language approach. This Guide offers strategies, ideas, activities and suggestions to help teachers implement a whole language program.

4.2 CREATING A WHOLE LANGUAGE ENVIRONMENT

The whole language classroom should be a language-rich environment in which children have easy access to a variety of literature.

Experiencing Language (1991) recommends that the teacher:

- build an atmosphere for a rich language environment that will motivate and support children's growth in the language arts, including spelling and handwriting;
- organize instruction and learning for specific purposes;
- individualize to meet learner needs;
- share and model writing with children and teach them how to spell;
- keep a record of writing and spelling growth. A portfolio for each child enables the child, parent, and teacher to see children's growth in writing and spelling;
- not delay children's exposure to any stages of the writing process during their primary years. It is of utmost importance that primary children proceed beyond the initial draft stage to experiences with revising, editing, and publishing select pieces of writing;
- encourage children to write daily;
- encourage children to take risks. Much of writing is trial-and-error;
- brainstorm words and ideas with the children;
- emphasize the thoughts expressed, not the mechanics;
- encourage proofreading;
- respond to each child's writing in conference and in a positive, personal way;
- value each child's written work;
- provide many experiences to motivate writing, e.g., by reading stories, poems, nursery rhymes, riddles and so on, daily to the children. A variety of literary genres gives children a storehouse for writing;
- use select pieces of writing to help children to revise and edit;
- recognize that evaluation is ongoing throughout the writing process;
- de-emphasize grading. Talk to the child. Give written comments on the child's production, e.g., "I liked the way you described ... .", "You have begun well. Would you like to write more about ...?";
- encourage peer conferences. (Show how);
- involve resource people (parents, volunteers from higher grades, workers in the school or community) to deal with children's questions, concerns and needs;
- establish a writing centre. (Provide a variety of writing materials - paints, paper, pencils, blank books, scrap books, and so on);
- find time for writing. Writers need the time to think, chat, try, write, share, change, rewrite;
- understand the value of journal writing and make it a part of scheduled writing time;
- establish a "publishing" centre or centres;
- discuss the writing process with parents;
- ensure that spelling is an integral part of the writing process;
- develop a spelling consciousness on the part of each child;
- promote positive attitudes toward spelling;
- create an awareness that those words taught are those diagnosed as needed by the child;
- consult other major sources which deal specifically with the teaching of spelling strategies.

Listed are the following:

- *Spelling: Strategies You Can Teach*, by Mary Tarasoff, 1990.

- *Spelling for Whole Language Classrooms*, by Ethel Buchanan, 1989.

- *Spell by Writing*, by Wendy Bean and Chrystine Bouffler, 1987.

- *Teaching Spelling*, by Ves Thomas, 1979.

4.3 AN EXPERIENCE-BASED APPROACH

Research strongly supports discovery learning for children. Most children are inquisitive; they like to discover how things work. Teachers should allow children to be active, and encourage them to interact with other children and materials to provide opportunities for discovery. This environment must exist in the elementary school if children are to think, use their imaginations and creative powers and to experience the joy of learning.

Children who make their own discoveries with a little help when needed, experience satisfaction. This motivates them to pursue new adventures. Success helps children gain confidence; they make guesses, follow hunches, and use their intuition, often the basis for problem solving. Simply providing answers to problems robs children of their powers of creative thinking and their willingness to undertake new tasks.

The following sample techniques can assist the development, manipulation and production of the second language in the French immersion classroom:

- reading a story;
- brainstorming;
- dramatizing;
- demonstrating;
- re-ordering scrambled visuals;
- classifying;
- patterning;
- webbing;
- practising in groups;
- games;
- predicting;
- sequencing;
- cloze passages;
- role-playing;
- debating;
- problem-solving;
- interviewing;
- inventing games;
- student presentations;
- posters, letters, ads;
- puppet shows.

In addition to discovery learning, other instructional techniques are needed to accommodate the various learning styles and abilities of children. Some skills are taught most effectively through expository teaching. Certain concepts may be learned best through group work or individual instruction. Elementary teachers must, however, devote time and attention to discovery learning in order to provide children the opportunity to be involved in a satisfying, beneficial type of learning.

4.4 GROUPING

Research on collaborative learning indicates that, when students work together on something, they learn more (Johnson & Johnson, 1985). There should be daily opportunities in every classroom for students to work together.

> Sometimes the teacher may assign the groups and specific duties for the different members of groups. Other times, teachers may let children choose a subject or activity

> of interest, and thus form groups. Groups can research questions, share and respond to each other's writing, prepare a play for the class, make a mural, or do any number of other activities. (Cunningham, Moore, Cunningham, & Moore 1989: 220 - 221).

When students are involved in small-group collaborative learning, they develop and practise high-level thinking skills, learn how to work cooperatively, and develop independent work habits.

Communicative language teaching also strongly favours group activities and student-student interaction. Opportunities for language use are greatly increased when students work in small groups or with a partner.

Throughout the year, a variety of types of groupings should be used. Students may be grouped according to a common interest, reading ability, or even randomly. They may be grouped because of their interest in a particular topic or title or because they need the challenge and stimulation available through grouping.

Group work allows students the opportunity to discuss, share ideas and opinions, and work cooperatively. It is also an excellent opportunity for the teacher to hold conferences with the students, individually or in groups.

Grouping has many advantages:

- It makes learning more student-centered;
- It encourages socialization;
- It increases opportunities for communication;
- It encourages participation;
- It leads to improved oral skills and to greater linguistic proficiency;
- It increases motivation;
- It promotes positive attitudes;
- It provides variety;
- It promotes independence;
- It helps the teacher make the best use of instructional time;
- It gives the teacher time to help students individually or to work with a small group of students.

Preparation is essential for group work. The classroom should be arranged to facilitate interaction; all materials should be readily available, and students should understand the tasks and the routines to be followed. Some guidelines for group work are:

- Everyone must participate;
- Students must know the purpose of the activity and how to do it;
- Students must maintain an acceptable noise level;
- Students must know how to use time wisely;
- Students must use French in their groups.

To help students benefit from group work and respect these guidelines, the teacher should provide them with a means of evaluation. They should evaluate their own participation in the group as well as that of other group members. Sample student evaluation sheets are included in Appendix C.

During group work, teachers act as facilitators. Giving students responsibility to work cooperatively demonstrates trust, which in turn helps them become confident about group work. Teachers also show students how to help each other. Sound planning allows the teacher to move around the classroom, providing help and clarifying points raised. They observe students, noting areas of weakness, and help them (individually or in small groups) on a more directed task. Through grouping, teachers provide a balance of types of instruction, incorporating teacher-directed, teacher-supervised and teacher-guided activities into their daily routine. Through grouping, they also provide more opportunities for students to use French, thus contributing to the development of oral proficiency.

Children Learning (1990), pages 61-63, discusses the subject of cooperative learning. Teachers should refer to this publication for a detailed description of types of grouping and suggestions for use. A short list of grouping strategies can be found in Appendix C.

4.5 LANGUAGE ACROSS THE CURRICULUM

Exposure to the second language (in a French immersion program) is prolonged by using the language in subjects other than language arts. Content subjects should also have language objectives, e.g. specific objectives on language functions, language structures as well as vocabulary.

To facilitate language development, teachers should plan:

- strategies for active language use on the part of students;
- instructional activities integrating language and content.

The essence of French immersion is the concept of language across the curriculum, whereby learning the second language through the content areas provides the "comprehensible input" as described by Krashen (1984). The whole language approach then permeates all areas of the curriculum.

Since the Bullock Report, A Language for Life (1975), more emphasis has been placed on language across the curriculum. Language helps thinking processes, and concepts are best learned and understood through activities that permit the sharing of ideas, the formulation of hypotheses, the examination of problems, and the identification of possible solutions.

In a French immersion program, children begin to acquire French language skills as they develop their cognitive abilities, much as they do when acquiring their first language.

Traditional second language teaching suggests that experiences and activities be limited to previously mastered vocabulary or carefully controlled and sequenced structures taught in advance. In natural language acquisition, language grows out of a child's experience. The French immersion setting recreates, to a large degree, this natural language acquisition process, allowing children to acquire their second language in much the same way that they acquired their first.

The concept of language across the curriculum flows directly from the research findings of Freinet, Piaget and Dewey, who concluded that the child lives reality in a global manner, and would therefore respond less well to learning in a fragmented way. The integration of learning provides for economy (of time) and efficiency (by transferring competencies developed in solving real problems). In the final analysis, the student is learning to learn.

In an article entitled "Approche interdisciplinaire: une démarche pédagogique basée sur la résolution de problèmes réels", L.

Charbonneau and G. Thibert recognize the following components of an interdisciplinary strategy:

- flexibility in timetabling;
- integration of content;
- integration of objectives;
- activities defined with students, and which relate to a production to achieve or a problem to resolve;
- student reflection about what was produced, and how, for future use.

The Guide Pédagogique pour l'élémentaire, français langue première (Document préliminaire) of the Newfoundland and Labrador Department of Education indicates that numerous connections exist among the various subject areas, notably from the point of view of:

- the skills and attitudes to be developed;
- the teaching procedures used;
- the object of learning;
- the method of work.

The document provides as an example the topic of "The Environment", in which Language Arts, Mathematics, Art, Music, Physical Education, as well as Moral and Religious Education each brings a different perspective. Social Studies considers the human milieu, while Science looks at the relationship between the biological, physical and technological components. Mathematics lends itself to the application of numerous problems which flow from this study. Art, Music, Physical Education, the teaching of personal and religious development permit an affective and physical expression of the feelings of the child in light of these realities, which are cause for his/her sense of amazement. It concludes,

> In other words, an improved knowledge and understanding of the environment is more likely assured if the teacher adopts a global approach which favours the establishment of connections between the different parts of the program; it is the same for any other topic under study.

Appendix D provides another example of an integrated theme (Les personnes handicapées), where language is the thread through all subject areas.

Teachers must plan for maximum use of instructional time. Teachers should use provincial curriculum guides to ensure that program objectives serve as the basis for planning themes and activities.

At times, it may be necessary to approach vocabulary development in a systematic manner. New vocabulary can be developed in ways that are meaningful, interesting and motivating to students. Word games can be used in any subject area. Long drill sessions, with minimal connection or transfer, can thereby be avoided. Since children thrive on play, they should be engaged in creative play that will help them enrich their vocabulary. Creative play enables children to learn things without noticeable effort. Learning becomes natural and attractive.

To enhance language acquisition, an interactive and experiential learner-centred approach is recommended. The learner is encouraged to experiment with concrete materials, to form hypotheses, and to communicate in French at all times in all subjects. Interactive learning situations encourage constant use of the language where the learner is at the centre of the activity, and in communication with others when working:

- at centres;

- in teams;
- in groups;
- on oral presentations followed by class discussions;
- on debates;
- on research projects.

A French immersion classroom is an active one, where children discuss, exchange, think, work, create and are at ease. It is a place where children learn by doing, using French as the language of communication.

> If we view teaching language as the teaching of thinking skills, the concept of language across the curriculum becomes common sense. (Education Manitoba, 1987)

4.6 RESOURCE-BASED LEARNING

A resource-based learning approach is strongly recommended in a French immersion program. Resource-based learning involves use of a wide range of resources to meet curriculum objectives and accommodate individual needs and learning styles. Students are actively involved in the learning process through planned instructional activities.

Resource-based learning is founded on principles outlined in *Learning to Learn* (1989):

- The student's role is one of active participation;
- Emphasis is on the process of learning - students learn *how* to learn;
- Experiences and activities are carefully planned around instructional objectives;
- A wide range of abilities, needs, interests and learning styles is accommodated;
- The instructional program is flexible enough to allow learning strategies and skills to be taught functionally within the context of purposeful, relevant and meaningful activities, themes, and/or units of study;
- Learning occurs in many locations - e.g. in the classroom, in the learning resource centre, in other parts of the school, as well as in locations external to the school such as in the home and in the community;
- A wide variety of resources is required, e.g. print, non-print and human resources;
- An atmosphere of collegiality and cooperation exists among all educators;
- Students interact with the learning environment at their own level, individually and in small groups;
- Many different instructional techniques, approaches and strategies which actively involve students are used;
- A well developed collection of resources is essential;
- The active involvement of the teacher as a facilitator of learning is crucial;
- The responsibility for ensuring that learning takes place rests with the teacher who continually engages in evaluation of students while interacting with them.

Every elementary French immersion classroom must have a variety of learning resources to respond to individual learning styles and needs. This should include authentic French language documents.

Resources should:

- promote activity - inquiry learning;
- be tied to curriculum objectives;
- facilitate individualization of instruction.

The following resources can be used in the elementary French immersion classroom:

textbooks
newspapers
music
films/filmstrips
models
games
posters
encyclopaedias
children's literature
child-authored books
magazines
teacher-made materials
video recordings
dictionaries
reference materials
multi-media kits
menus
photographs/slides
television programs
displays
computer software
audio recordings of stories/poems

In addition, human resources are very important. Teachers are encouraged to establish liaisons between students and members of the francophone community. Federal agencies such as the Royal Canadian Mounted Police, Coast Guard, Custom and Excise, and Parks Canada, as well as local francophone associations, are valuable contacts.

4.7 THE DEVELOPMENT OF THINKING SKILLS

A major goal of education is the development of logical thinking. To attain this goal, teachers should capitalize on children's natural desire to explore, manipulate, experiment and discover. Children must be challenged to find out for themselves and learn how to learn.

Encouraging Critical and Extended Thinking

Bloom (1971) describes six levels of cognition:

Knowledge: recall of specific, isolated pieces of information (memorization);

Comprehension: understanding of communication and the use of materials or ideas contained therein (translation or interpretation);

Application: demonstration of comprehension and application to a situation;

Analysis: separation into component parts and identification of relationships;

Synthesis: linking of parts to make a whole (create a new pattern);

Evaluation: judgements about the value of ideas, solutions, methods, materials, etc.

Teachers can help children reach a high degree of logical thinking by:

- presenting problem situations to challenge them to find suitable solutions;
- providing a rich supply of appropriate learning materials and guiding them in their use;
- organizing independent study and small group work;
- asking higher order questions;
- guiding children to make discoveries;
- allowing children to manipulate concrete objects to enhance cognitive growth.

4.8 MEDIA AS INSTRUCTIONAL TOOLS

In French immersion the principal language model is the teacher. For most French immersion students, their contact with French is limited to school. An effort should be made to expose them to as many different models of the language as possible. Media are the most readily available means of providing a variety of sources of language. Visitors may also serve this purpose.

The use of authentic materials enables the teacher to make French more real to students who sometimes feel it is simply a school language. Television and radio programs, films, audio tapes, newspapers and magazines are all available in French. These can provide valuable curriculum-related information, or be used for recreational purposes. Many materials are available. Some sources include a district media center, the Department of Education, National Film Board, Francophone Associations, or private companies. Teachers can subscribe to French language newspapers and magazines or obtain subscriptions for the school resource center.

4.9 DRAMA AS AN INSTRUCTIONAL TECHNIQUE

Elementary children like to play and act things out. Teachers should take full advantage of children's interest in role-playing to schedule regular drama sessions.

The use of drama has many advantages in the immersion classroom. It enriches and improves vocabulary and grammar; it provides practice for good pronunciation and correct intonation and helps establish social situations. It also provides authentic situations for language use.

Drama also develops children's imagination and builds their self-confidence. Drama is a child-centered activity, consistent with a whole language philosophy.

Drama is a very subtle teaching tool. Through role-playing, skits, plays, etc., children explore themes in Health, Social Studies, and Religion. At the same time they develop their sense of independence as well as a sense of team spirit. In the eyes of a child, drama is an excellent way to resolve a problem; the role-play shifts the focus from the child, as it is no longer the child who is having difficulty or who is in a dilemma about a particular situation. It is the character portrayed or the puppet who is "on the spot".

A drama club is recommended as an extra-curricular activity. It may be run at lunch time or after school. A nominal membership fee could be charged to cover the cost of costumes, props, make-up, etc. Children could act out plays, poems or songs. A full play or musical may be staged to the entire school population at the end of a term.

Drama is relaxing. Drama is fun! It is also an effective way to learn language. Once a language structure is reinforced orally through role-playing, it is highly likely to reappear correctly in written form at a late date.

i) Teacher Guided Role-Playing

A highly successful technique to introduce drama and role-playing is the teacher "en rôle". To spark interest in Viking voyages to the New World, the teacher or student can take on the role of Leif Ericson and actually recruit crew members for the voyage. By donning a cape, a beard, and a helmet (a bowl!), she/he can become Leif. She/he can describe the New World and request help from the new crew to recruit others. As follow-up, students can mount an ad campaign to lure other would-be adventurers to join them.

ii) Puppetry

Children love puppets! Through puppet-making and puppetry, children engage in a wide variety of language activities. It is recommended that teachers encourage their students to play with puppets, make their own, write their own scripts and perform them for other students.

Large puppet theatres may be made from cardboard boxes or wooden structures. Because of limited space, some teachers may make small puppet theatres and place them on a table or a desk. Others may simply have students stand behind a bookcase or a piano to perform their roles.

iii) Songs, Chants and Rhymes

Singing and chanting are, for most children, enjoyable activities. The use of songs, chants, and rhymes in French immersion helps establish a positive attitude. Structures, vocabulary, intonation and rhythm can be introduced and reinforced through songs, chants and rhymes. The melody and rhythm help children memorize words more easily.

Teachers should keep the following factors in mind when choosing songs, chants, or rhymes:

- The song, chant, or rhyme must make use of good quality French;
- The song, chant or rhyme must be related to the theme being studied;
- The song, chant or rhyme must have an appropriate length;
- The linguistic difficulty must be appropriate to the students' level;
- Songs, chants or rhymes may help teach specific sounds, structures or expressions;
- Songs, in particular, should have a degree of difficulty, musically speaking, appropriate to students.

CHAPTER 5 - Language Development

5.1 INTRODUCTION

Previous chapters have provided information about the concept of French immersion at the Elementary level and the characteristics and needs of the students involved. Also, appropriate classroom practices have been recommended.

Essentially, it is recommended that second-language is best developed through a challenge for precision (within the objectives of course content) by a well-articulated process of use along the grades. Lentz (1993) recommends that "content subjects should have language objectives to comprehend and express the content". In addition to ensuring that language learning in immersion reflects a student-centred approach, with experiential activities and a language rich environment, Lentz suggests that "language (be) incorporated in all courses of study and the focus for choosing teaching strategies". Similarly Borowski (1993) states that "Language learning should occur systematically in contextualized situations where the students use it actively" (translation), and further that the immersion teacher "can never presume, especially at higher levels, that the student has already acquired or internalized (the) vocabulary or structures" (translation). Reinforcement activities are therefore essential components at all grade levels.

Communication among colleagues from Kindergarten to Grade Twelve would help ensure intermittent emphasis on the language elements for continued development of linguistic competence among students.

The following Sections provide guidance for the development of the various language skills, which should be viewed as integrated, rather than discrete points.

5.2 THE PREVENTION, DETECTION AND CORRECTION OF ERRORS

> `Building towards accuracy' does not imply that students should be expected to produce only correct utterances in the target language, or that an optimal language classroom environment should provide `wall-to-wall insurance against error'. (Omaggio, 1986)

Furthermore, Omaggio (1986) states:

> It seems reasonable to hypothesize ... that errors should not be left uncorrected on the assumption that in time they will self-correct 'naturally'. Neither should they be corrected in ways that put the learner on the defensive.
>
> The research evidence suggests that some type of error correction may be useful in helping learners both to avoid early fossilization and to develop higher levels of competence that will make their interlanguage more acceptable to native speakers. (281-282)

Teachers continually face the dilemma of simultaneously encouraging spontaneous communication and accuracy of expression to avoid the fossilization of errors. The communication task itself will in large measure determine the appropriate role of error correction. With the focus on communication, teachers must find supportive and discreet techniques to help students develop effective communication skills. Bélanger (1991) concludes:

> It is evidently not a question for any of us to revert to the traditional teaching of lexical and grammatical elements or to reduce French to its grammar or spelling. It is rather a question of integrating into our experiential teaching a more directed form of analytical teaching.

The prevention of errors is the preferred approach. Since many errors are predictable, language elements should be introduced and studied on an intermittent basis (according to need and in real contexts). The timetable for mastery of any language element is expected to vary from individual to individual. Teaching strategies should always be diagnostic in nature, providing for additional second-language practice as required.

Tardif (1980) claims that the most serious errors in ascending order are:

1. gender (mon maison).
2. placement of the adjective (une bleue maison).
3. prepositions used before names of cities and countries (Je vais en Canada).
4. use of prepositions (sur la télévision).
5. placement of the direct and indirect objects (Il a frappé moi).

Tardif (1980) also identified four categories of errors. They are:

1. Errors due to interference from the first language (e.g. using "Je suis dix" for "I am ten").
2. Errors due to overgeneralizing a rule or structure. Having learned the expressions "J'ai mangé" or "J'ai chanté", the student tends to say "J'ai couré" or "J'ai metté". Overgeneralization also occurs when "il faut" becomes "je faut".
3. Errors due to an unawareness of certain restrictions to a particular rule (e.g. using "chez ma maison" for " at my house").
4. Errors due to gaps in grammatical concepts (e.g. Il faut que je prends mon crayon).

The French immersion classroom is a contrived second-language environment, so students at all levels should be challenged for precision in everything that they do, especially in controlled, as opposed to open-ended, activities. Risk-taking and self-correction should be encouraged, assisted and developed at all times.

Bélanger (1991), in a survey of the literature, noted commonalities in the list of grammatical and sociolinguistic errors committed by students, as well as the causes and pedagogical implications. The consensus was the need for a directed analytical component for reflection by students to complement the experiential approach that is in widespread use in French immersion programs. The following advantages are cited for a self-correction pedagogy:

1. Can be taught from the first year and continue in different ways through the elementary years;
2. Obliges teachers to be selective in the choice of errors to correct and to limit correction to one error at a time;
3. Permits the organization of learning spelling and grammar in the writing process;
4. Favours consistency in the regular

analysis, intervention and feedback to students;
5. Promotes self-correction;
6. Self-correction (with appropriate questioning techniques) occurs at the end of the writing process;
7. Appropriate for students as strategies develop.

Further, students are also encouraged to refer to appropriate resources as tools, such as dictionaries, word banks, conjugation tables, grammatical memory aids (age-appropriate) and the teacher.

Swain and Lapkin (1989) reported (in summary by Calvé,1991) that "some errors can be explained, not by the fact that the students have not 'understood' or have 'poorly assimilated' something, but rather by the fact that they have quite simply not been sufficiently exposed to the forms in question". Summarizing several authors, Calvé (1991) stated

> ... one can conclude that the techniques deemed the most effective are, in order, self-correction, correction by the other students ("pairs"), indirect correction (trying to elicit the desired form with the aid of clues, for example) and finally systematic correction by the teacher, which often reverts to a regular lesson on the forms in question. (translation)

To determine the relative importance of errors for consideration, Omaggio (1986) and Bonnar (1991) recognized that the highest priority for correction would be given to errors that stigmatize, cause a lack of comprehension, and originate in the learner's competence grammar; the lowest priority would be given to errors that are generally tolerated by native speakers, do not interfere with comprehension and are due to performance factors.

Each skill (listening, speaking, reading and writing) assists the development of the other. Elementary teachers should take guidance from, and build upon, the 'Strategies and Techniques for the Prevention and Correction of Errors' presented in "Stratégies pédagogiques" the Language Arts Guide, Primary French Immersion (Pages 72-75). Some specific examples of strategies for classroom use are provided below, in summary, from selected authors.

Bellavance, R-E., 1991. Immersion Journal, Volume 15, Number 1)

1. Provide an atmosphere of challenge and competition, by having an "error-of-the-week", raised by the teacher and/or the students;
2. Incorporate games and humour as motivational ideas for our students who tend to be "visual slaves";
3. Promote self-correction through the "de-pollution" of the classroom linguistic air, even by offering bonus points;
4. Give "tricks" to help students with the traps and difficulties of the French language (for example, that all but two French words that end in 'tion' are feminine, and for those who place a 't' as the ending in the first person singular, indicate that "Je n'aime pas le thé"!
5. Encourage the use of idiomatic expressions;
6. Have teachers help teachers with second language elements, such as neologisms (obviously with the same tactfulness as with students!).

Walz (1982), cited in Omaggio (1986), Teacher Language on Context, Proficiency-Oriented Instruction. Error-correction procedures are classified into three basic categories with specific techniques:

1. Self-correction with teacher helping
   a. pinpointing
   b. rephrasing the question
   c. cuing
   d. explaining a key word
   e. questioning
   f. providing your own answer
   g. repetition of answer, with correction
   h. rephrasing a question, after a formally correct, but inappropriate response to the original formulation.

2. Peer correction
   a. guided interview questions with cards
   b. structured exercises and activities, using an answer key provided by the teacher
   c. soliciting student corrective feedback during correction.

3. Teacher correction
   a. providing the correct answer
   b. paraphrasing.

Omaggio (1986) provides the following summary for our consideration:

> Although the evidence supporting the use of error-correction strategies is counter-balanced by studies in which such strategies had limited or no effect, the weight of the evidence to date seems to warrant the use of feedback mechanisms, both to help students avoid early fossilization and to encourage the development of higher levels of proficiency.
> We have also seen ... that the use of error-correction strategies does not imply that students should be discouraged from communicating their own meaning in the second language. Quite the contrary is true. Communicative activities should be encouraged from the beginning of instruction, but there is reason to believe that such activities should be carefully planned so that they are within the range of the students' competence. Activities that require students to communicate their own meaning, yet are easy enough to avoid overuse of communication strategies, seem to hold the most promise in a proficiency-oriented approach. Attention to accuracy does not imply a classroom environment where grammar rules reign supreme and correction is rigidly imposed. Rather, the proficiency-oriented classroom is one in which students have ample opportunities to use language creatively and to obtain feedback with which they can progressively build and refine their interlanguage to approximate the target language norm. This feedback is provided in an atmosphere characterized by acceptance of error as a necessary condition for linguistic growth, an atmosphere in which the teacher is seen as a valuable resource in the language-learning process.

And finally, teachers should note the view expressed by Bellavance (1991):

> A view of error at the same time positive and clear as well as a good sense of humour are, in my opinion, two conditions *sine qua non* for an atmosphere which predisposes the student to learning. (translation)

5.3 GENERAL LANGUAGE EDUCATION

It has become increasingly evident that the explicit development of second-language learning strategies, incorporated into the regular classroom operation on an ongoing basis, is beneficial for individual students. Oxford (1993) concludes that,

> ...teachers can help their students recognize the power of consciously using language learning strategies to make learning easier, more effective, and more fun.
>
> ... teachers can assist students in identifying their own current learning strategies by means of diaries, surveys, or interviews.. teachers can then weave learning strategy training into regular classroom events in a natural but highly explicit way, providing ample opportunity for practising strategies and transferring them to new tasks.

5.4 ORAL LANGUAGE DEVELOPMENT

5.4.1 Oral Language: An Overview

Listening and speaking are interrelated. Before attempting to speak, children in French immersion will require many opportunities to listen to good models. During this "silent" period (length varies from child to child), children absorb a great deal of language. They later venture into an active stage of producing language.

Some children may employ a word or expression immediately, while others prefer to listen for a longer time before attempting to speak. Although both approaches are valid, in the immersion classroom all children are encouraged to produce French in non-threatening situations through songs, games, poems, chants and rhymes, as well as during one-on-one sessions with the teacher.

In the beginning stages, children listen to models of the French language and respond in English. Over time, as they learn more and more vocabulary, children begin to insert French words and expressions into their English sentences; eventually entire utterances are in French. At the Elementary level it is expected that all responses will be in French.

5.4.2 The Development of Listening Skills

Because French is the language of instruction in French immersion, one may assume that aural comprehension develops naturally in the same way as in the first language. However, it must be kept in mind that aural comprehension involves much more than attending to a message. It involves hearing, understanding, evaluating and interpreting. Immersion teachers should therefore be conscious of the need for appropriate listening experiences to ensure their students develop aural comprehension skills.

In immersion, the process of understanding spoken language, although similar to first-language learning, is unique. Children already possess competence in their first language; they are aware of the communicative nature of language and can transfer knowledge and skills from one language to the other.

Since artificial situations, isolated vocabulary and set phrases have only limited value, the immersion teacher should provide listening experiences which have a real communicative intent.

Visual or concrete support, such as non-verbal aids, gestures and mime, should be provided wherever feasible. A variety of strategies are employed to ensure comprehension by the students.

In organizing listening activities, the teacher should ensure:

- a real communicative intent, serving to interest and motivate children;
- rich and varied language models used by a variety of speakers (stories, poems, songs, *comptines*, puppet plays, taped songs or stories, radio, television, children's literature);
- concrete aids, visual supports and non-verbal aids;
- experiences related to *le vécu de l'élève* which treat familiar themes;
- vocabulary, syntax and phonetic elements appropriate for the children's developmental level;
- sufficient contextual supports to overcome linguistic difficulties;
- activities requiring a variety of mental processes: memorization, selection, regrouping, inference, evaluation and synthesis;
- large and small group situations, as well as independent ones;
- opportunities for children to listen to recordings of their own voices.

Students should have opportunities to develop the following listening skills in each grade:

- **attentive listening:** to listen for particular details;
- **selective listening:** to listen selectively to particular elements according to experience, interest or need;
- **analytic listening:** to find parts of a set;
- **synthetic listening:** to create a set from its parts;
- **appreciative listening:** to react positively or negatively to an auditory stimulus;
- **critical listening:** to be able to evaluate cognitively.

5.4.3 The Development of Oral Comprehension Skills

Ching (1976) maintains that the development of auditory discrimination must receive attention in the immersion classroom.

> *Auditory discrimination ability correlates significantly with success in learning to read, as children must be familiar with speech sounds before they can master the symbols used to represent them on the printed page. Inadequately developed auditory discrimination accounts for much of the difficulty bilingual children experience with phonics in learning to read. Bilingual children lacking in auditory discrimination ability are (also) penalized in listening situations. Because much learning takes place through listening in the school setting, if words are misperceived or confused with similar sounding words, there is likely to be inaccurate listening comprehension which leads to difficulties in the learning process in the school situation.*

A variety of activities to stimulate children's auditory acuity and auditory perception should be used at all levels of the immersion program.

5.4.4 Planning for Listening Skill Development

French immersion teachers should help their students use listening comprehension strategies to develop good comprehension skills. Predicting, guessing and using signals enhance listening comprehension and therefore deserve attention in the classroom.

I Predicting and Guessing

Information gleaned from what has already been said, use of world knowledge and use of identifiable signals help students intelligently guess or predict what is being said. This filling in the gaps leads to better comprehension.

II Using Signals

Many signals provide clues to the listener and help him/her better understand discourse. These signals fall into different categories:

Linguistic Signals. These are signals from within the language:

Vocabulary. Recognition of several lexical items in an utterance gives the listener a good idea of the subject or topic.

Syntactic pattern. Recognition of the syntactic pattern of an utterance aids comprehension, bringing the listener closer to global comprehension.

Facial Expressions. Facial expressions indicate happiness, sadness, worry, fright, etc. and therefore help a listener understand a message.

Extralinguistic Signals.

Visual. "A picture is worth a thousand words". Visual supports aid comprehension.

Auditory. The speech indicates certain moods and thus aids comprehension.

Activities.

Dramatic Art. This includes acting out stories, inventing new endings, choosing a title, changing a character's name, and using puppets.

Group Discussion. This can be used during novel study, science, social studies or current events.
Presentation. Children can present projects to the class or discuss a personal item during "show and tell".

Oratorical Art. Children can present poems or speeches, or they can participate in debating.

5.4.5 The Listening Centre

A listening centre is important in all classes. In French immersion, a listening centre provides:

- opportunities to hear good language models, illustrating expression, intonation, etc;
- an introduction to and practice of structures, vocabulary and expressions;
- opportunities to listen repeatedly to a favourite story - listening for pleasure;
- an opportunity to develop listening skills independently;
- an opportunity to listen in order to predict events;
- an opportunity to learn the words of a song, poem, story, etc., using correct pronunciation and good expression;
- an opportunity to develop an interest in

literature.

Work in a listening centre provides opportunities to:

- expand and enrich vocabulary;
- share many common experiences for discussion;
- listen to literature for a specific purpose;
- increase fluency in reading by listening to models of good reading;
- develop listening comprehension skills;
- express personal interpretations of selections.

In a classroom, the teacher usually has control over a film, video or other program. Depending on the activity and the degree of student preparation, the teacher may wish to play through or stop and start the film or tape as necessary. Teachers should be careful to avoid undue frustration of students, who need time and encouragement to build up their listening comprehension, as well as an opportunity to work at their own pace.

Materials suitable for a listening centre include:

- a tape recorder;
- a listening station;
- multiple copies of a book accompanied by a record or tape;
- tapes or records of songs and stories with the lyrics or text;
- blank paper.

5.4.6 Questioning Techniques and Oral Language Development

To communicate effectively, students must be able to ask questions properly. They acquire this technique by being in situations with a real communicative intent. The student is often the respondent and not the questioner. There are many ways to change this. The teacher can read a story and invite students to ask questions or hide an object and play a game leading to guessing what the object is. Students can role-play, use drama or do improvisation.

Asking questions serves many functions. Students need to practise questioning and learn the sociolinguistic implications of different types of questions, such as:

1. Greetings
   - Comment ça va?
   - Comment allez-vous?

2. Refusing, turning down
   - Pourquoi ferais-je cela?
   - Pourquoi est-ce que je dois le faire?

3. Getting/eliciting information
   - Comment ça va avec le projet?
   - Pourriez-vous me dire comment faire ceci?
   - Où est la carte de Terre-Neuve?

4. Meeting a need
   - Veux-tu me passer le cahier?
   - Voudriez-vous me donner le livre?
   - Peux-tu me donner une feuille, s'il te plaît?

5. Offering an opportunity or object
   - Voudriez-vous aller au parc?
   - Tu veux un bonbon?

6. Suggesting a course of action
   - On va au gymnase ce matin?
   - Veux-tu jouer aux échecs?

7. Offering advice
   - Pourquoi ne pas lui parler?
   - Pourrais-tu demander à quelqu'un d'autre?

8. Changing someone's behaviour
   - Pourquoi manges-tu si vite?
   - Pourquoi est-ce que tu ne joues pas?

9. Expressing disagreement
   - Est-ce que ça convient à cette situation?
   - Est-tu certain?
   - Tu es sûr?

10. Expressing agreement
   - Quelle bonne idée, n'est-ce pas?
   - Je suis d'accord, et toi?

11. Encouraging or supporting
   - Ne te semble-t-il pas que tu as bien travaillé?
   - As-tu bien mangé?

12. Discouraging or dissuading someone
   - Pourquoi penses-tu que personne ne t'aime?
   - Tu veux absolument le faire?

13. Seeking agreement, persuading
   - D'accord?
   - Tu viens, n'est-ce pas?

14. Soliciting clarification
   - Comment?
   - Pardon?

5.4.7 The Process and Development of Oral Production Skills

Speaking is the most effective and important means of social communication. It allows expression of thoughts, feelings and needs. Students in French immersion will do this only when they are motivated to do so, feel secure, and have the necessary linguistic competence.

It is therefore the teacher's responsibility to:

- motivate students by involving them in meaningful real-life situations;
- create a stimulating environment where risk-taking is encouraged while challenging for precision;
- engage students in authentic activities which develop linguistic competence without using tedious drill;
- promote positive attitudes toward French language and culture.

Research indicates that immersion students attain less than native-like oral competence in French (Genesse, 1978; Lapkin, 1984; Pawley, 1985). These findings indicate the need to foster more native-like communication in the immersion classroom.

Second-language researchers stress the importance of providing opportunities for sustained interaction in French (Swain, 1985; Swain & Lapkin, 1989). The need to push students to convey messages "precisely, coherently and appropriately" has been highlighted by Swain (1985). She argues that much more "comprehensible output" is necessary in the immersion classroom.

Use of drama, role-playing, group work, songs, poetry, simulations, discussions, debates and presentations all encourage oral communication. Group work should be an integral part of the classroom. This should include work in pairs, small or large groups, inter-class visits, peer coaching, buddy reading and/or correspondence with students in other parts of the province or country.

5.4.8 Evaluation of Oral Language Development

Evaluation of oral competence is challenging. Teachers are faced with the what, how and when to evaluate. Two aspects of evaluating oral language are important to consider:

1. What is said: the pertinence and the accuracy of the information;

2. How it is said: the words used (vocabulary), their order (syntax) and the pronunciation.

Gathering data through observation, teacher-student conferences, anecdotal records and check lists is a very effective means of formative evaluation. When teachers intervene to clarify, complete or correct a statement, they are engaged in formative evaluation. The student is best served when assisted in the development correction techniques.

Day and Shapson (1987) provide an error classification schema, as well as an example of rating scales for story retelling and for group discussion. (See Appendix I.)

5.5 READING

5.5.1 Reading: An Overview

It has traditionally been thought that children in the Primary grades learn to read while those in the Elementary grades read to learn. Elementary students usually know how to read; the challenge is for them to consolidate and refine skills learned in the Primary grades. To aid this, teachers should foster skills and attitudes which help students develop into independent readers.

The key to developing reading skills, in the second language as in the mother tongue, is instilling in students a desire to read. To this end, there are certain key factors to keep in mind:

1. Reading involves seeking and understanding specific information in a text. For reading to be truly pertinent to students, they should know what is expected of them in advance and what information to look for in a text. Students must be guided in their reading; the focus must be completion of a certain task. A text then becomes more manageable for a child.

2. True understanding and appreciation of a text is developed in the framework of one's own experiences and abilities. Things done in isolation have less chance of being meaningful, as they are removed physically, cognitively and effectively from the student's domain. Thus, the student must be prepared **experientially**, as well as **linguistically**. The information in a text must be placed in the framework of the student's experiences.

3. Reading is a complex series of operations, skills and strategies which enable global comprehension. At the Elementary level, texts become longer, more complex, more varied. They tend to be less concrete, and filled with new vocabulary and structures. It is imperative, then, that students be equipped with the necessary tools to read, comprehend and appreciate a text. (see Appendix F.)

According to Cornaire (1992) students use a variety of reading strategies, including: tolerance of ambiguity, formulation of hypotheses, and the use of prior knowledge. She further recommends the "presentation of the concept of `strategy'" by explicitly demonstrating shortcuts that facilitate the successful completion of reading tasks, and by determining in follow up sessions whether students know and have used the strategies. The latter would be accomplished using questionnaires and discussions.

5.5.2 Types of Reading

The types of texts vary. Children have a variety of interests and learning styles. Therefore, presenting students with a range of situations involving reading is recommended. Hence, reading programs must be flexible in content.

Daily reading is a key element in developing this positive attitude. A time should be devoted every day to USSR (uninterrupted sustained silent reading) by both students and teacher. This allows students to concentrate on meaning, rather than on the "correct" pronunciation or intonation. They tend to be less inhibited by fear of making errors and they can go back and forth in a text, if need be, to verify their predictions or to clarify details.

As well as USSR, students should have opportunities to read in pairs and in small groups. This permits sharing of experiences and opinions and encourages discussion and mutual assistance.

Every classroom should have a reading centre, stocked with a variety of materials. There should also be comfortable chairs, tables, dictionaries and other aids. If children are to find pleasure in reading, there must be a relaxing, print-rich environment, and time to read.

Students should also read aloud, but in limited contexts. A story or a play would be an opportunity for this type of activity. However, it is important that students first comprehend the text. If first exposure to a text is through oral reading, a student's preoccupation may be with the pronunciation, intonation and pauses. This is often a barrier to understanding. Thus, it is preferable that oral reading be done when a text is already familiar to students.

It is important that students not only read themselves, but be read to, often. The teacher may wish to read from a book or novel in the Language Arts program, or may read from any other source that is appropriate for the students. This gives students a good linguistic model in terms of pronunciation, intonation and expression. It also provides them with an example of reading for enjoyment.

For students to use reading as a pleasurable activity, it must become an integral part of their day, not just associated with school. Students should be encouraged to do take-home reading daily. A schedule should be set up so that students are doing some reading outside of school. In this regard, a take-home letter/checklist for parents would be beneficial.

5.5.3 Selecting Reading Materials

When selecting print materials for Elementary students, several criteria must be considered. The student already has skills in reading, in both English and French. Texts should be chosen to consolidate and build on these.

Any text should be meaningful to the students. Hence, it should reflect their age, interests and abilities. It is also important that language be considered when choosing a text, as a balance between students' linguistic capabilities and their cognitive development is often difficult to find. Students should have opportunities to read texts of increasing length and complexity. It is imperative that the subject matter and the language not overwhelm the student. When this happens, reading becomes a frustrating activity, and the goal of independent readers who enjoy reading may be at risk.

Students must be exposed to a variety of genres/types of writing, styles and authors. It is also important to expose students to different francophone cultures (e.g. French, Belgian, Québécois, Acadian), as one aim of second-language instruction is to instill in students an appreciation of other cultures. The French immersion program provides the basis for multicultural development.

Students' motivation for reading must be from various sources. Limiting the students to one type of reading (e.g. reading for information) offers them an almost one-dimensional view of reading, which is too restrictive. Giving students the opportunity to read for a variety of purposes increases the likelihood they will find something in reading "for them".

A final consideration is the needs - cognitive, affective, social - of each individual child. Children learn so much from reading - about themselves, about others, about the world around them. Teachers have a responsibility to provide students with every opportunity to fully develop this skill.

5.5.4 Types of Print Resources/ Materials

Print material available to students should be as varied as possible. These resources should be immediately accessible to them. They may include: textbooks, novels, plays, poetry, mysteries, science-fiction, biographies, comics, "how-to" books, recipes, magazines, newspapers, general reference books, letters and messages, posters and advertisements.

5.5.5 Reading Strategies and Techniques

For students to become independent readers, they must be equipped not only with the background knowledge needed to place the material in its proper context, but also with the means to understand and appreciate it. Thus, the teacher must help students develop techniques to enable them to "*se dépanner.*"

Comprehension strategies are transferable from one language to another. Thus, continued reading by the student in both French and English is to be encouraged. If students realize that skills already used in English are the same ones required to read in French, they will probably become more willing to apply these skills.

Recognizing the principle of "language across the curriculum" in the French immersion classroom, Hullen and Lentz (1991) recommend that teachers use the following approaches when presenting any subject matter:

- brainstorming, to permit anticipating by the elaboration of hypotheses on the content and organization of the text;
- an initial survey of the arrangement of the text to determine the exact type of text;
- a first reading of the text to verify the earlier hypotheses;
- a second reading for a specific task (first of all individually, then shared in small groups) to compile information gleaned from the material.

DICTIONARIES - It is inevitable that students will meet new vocabulary and structures. The traditional method of searching a dictionary to find their meaning is a skill which should be developed. However, reading with the dictionary in one hand and the text in the other is not recommended because it makes reading frustrating and burdensome. To comprehend a text, students should be encouraged to use other techniques, such as the ones which follow:

ILLUSTRATIONS - Illustrations often provide clues to the meaning of a work or to the sense of a text.

CONTEXT - Students must be encouraged to make predictions on events of a story based on parts of the passage.

WORD FAMILIES - Meanings of a word may be clarified if they can be related to other words of the same family (e.g. annuaire> année).

ANALYSIS - Compound words can be broken down into their constituent parts (e.g. ouvre-boîte > ouvre + boîte).

PREFIXES/SUFFIXES - It is useful to draw students' attention to the role of prefixes and suffixes in word formation. If students can draw on their knowledge of meanings of these morphemes (e.g. de-, -ment, in-, -able), then they can often deduce meanings.

PUNCTUATION AND MEANINGFUL WORD GROUPS - Students must learn that words in a text are meaningful in context. They must learn that words are strung together in meaningful groups, and that punctuation plays an important role. Many students will make a break at the end of a printed line simply because it is the end. However, because the idea may be incomplete at this break, students will have greater difficulty understanding the author's point.

ANTONYMS AND SYNONYMS - Students may understand a new word when presented in comparison to some other vocabulary item.

GRAPHO-PHONETIC MARKERS - Students must be made aware of the relationship between graphemes and phonemes (e.g. u = /y/). Care must be taken, however, to ensure that they recognize that there is not always a direct correspondence of grapheme to phoneme (e.g. x = [ks], [gz], [s], [z]). Certainly, these markers should be highlighted for complicated combinations, such as -ille, -ouille and -aille (i.e. ll = [j]).

The following strategies apply: scanning, skimming, use of contextual clues, critical reading, use of inference and prior knowledge, and summarizing.

5.5.6 Reading Skill Development

As mentioned earlier, a main goal of reading is global comprehension of a text, as well as the development of other language skills. Reading activities should also help students develop the ability to:

1. retell a story in their own words (résumé),
2. place details in chronological order;
3. identify main and secondary characters, setting (time and place);
4. identify the type of text (e.g. tale, poem, descriptive passage ...);
5. predict outcomes or consequences of an event or action;
6. compare and contrast a text to others of a similar genre;
7. identify title and author, find and correctly use the table of contents;
8. evaluate a story in light of their own experiences;
9. make value judgments;

10. pick out specific details relating to a subject (e.g. find language in a text describing character's personality).

Nadon (1992) suggests that teachers:

- make books available in class;
- provide time for reading;
- read to students;
- have students keep a journal to note reflections on books read, personal comments, disagreements, examples of good language use.

He also suggests that several copies of certain books be available for a specific task, such as:

- to work with students on the style of certain authors;
- to organize books according to theme. Students read, note their reactions, and report them to small groups, even produce activities to support their presentations;
- to read in small groups (maximum 6-7), then, with guidance from the teacher, to share and discuss;
- to share with students (individually, in small groups, and/or as a class) the notion of reading strategies. This includes starting to read, language elements, knowledge about the authors, literary aspects, etc.;
- to make the connection between reading and writing. This could entail the publication of their writings to supplement the classroom library.

Lowther (1992) gives an account of a successful venture (shared by a colleague), whereby a "Book Hit Parade" (Un Palmarès du livre) was organized. Team planning led to classroom visits, thereby motivating students to participate. There were readings (even including authors), publication of an information journal (Infolivre), assistance to students for their tasks (judgements of the books), publication of selected reactions, and the awarding of T-shirts (donated by Canadian Parents for French) through a draw for students who had read and commented on a minimum number of titles.

5.5.7 Research Projects

In the Elementary grades, students are required to complete research assignments. These assignments range from relatively short, guided pieces, to more complicated, open-ended pieces. Reading is an indispensable tool for gathering information and requires a variety of skills.

Students must locate the resource which best fulfills their needs. This requires use of the card catalogue. Once a source has been located, students must be able to pinpoint where information is found in the text. As they read, students should be encouraged to look for main ideas. The next step is for students to write a "précis" of the key points. (Having students close the book prior to jotting down the ideas to be included is beneficial, as it forces them to use their own words and verifies that they did indeed comprehend the text.)

5.5.8 Evaluation

The evaluation of reading comprehension should reflect the purposes of the activity, and should chart student progress. Evaluation can, therefore, take several forms:

1. Students should be evaluated through conferences. Reading with students, and discussing a text with them, helps teachers identify strengths and needs, and provides students with a good reading model. In addition, teachers can identify students'

habits and preferences. For each book read, students should make an entry in a reading log, noting the title and author, the date it was read, and two or three sentences about the story. They should also give their personal reaction to the book. The teacher should complete a form for each book a student has read and discussed with the teacher.

2. The evaluation of comprehension should focus on global meaning and on students' ability to recognize/delineate the major points. Evaluation of vocabulary (meaning, spelling and gender) and expressions (meaning) and such morpho-syntactic markers as pronouns (personal, demonstrative, indirect and direct objects...), plural forms (nouns, adjectives...) and gender-specific referents are secondary.
3. Skill development should also be evaluated. This entails verifying the students' ability to make value judgements about a text and to place it in their own framework of experience. (See also "Reading Skill Development" for other points to consider.) In addition, students should demonstrate use of a variety of comprehension strategies and techniques. (See "Reading Strategies and Techniques" for points to consider.)
4. Fluency is also a consideration when evaluating reading. This is best done orally, in small groups or one-on-one. This helps identify specific difficulties experienced by students, such as miscues, letter combinations as well as elisions and liaisons, which individual students are experiencing.

5.6 WRITING

5.6.1 Writing: An Overview

Writing is more than simply putting ideas on paper. In terms of motor skills, visual perception and linguistic capabilities, it is the most complex of the four language skills. It requires careful guidance and monitoring by the teacher to enable students to develop the skills required to become effective writers.

Students are introduced to writing by copying and imitating letters, then words and finally simple phrases. First attempts at creative writing are modelled upon texts used in class. Through substitution of synonyms and antonyms for vocabulary items and phrases, students create their own original pieces. As students progress, they develop the ability to construct their sentences, albeit rather short. What is important at this stage is that students develop the ability to write, using and manipulating the language they have acquired thus far.

As students progress through the Elementary grades, their growth as writers should reflect their cognitive and affective development. Their vocabulary continues to expand, as does their ability to express themselves in more complex phrases and sentences (e.g. use of coordinates, such as "et" and "puis"). Students also become better able to sequence ideas while constructing logical and coherent paragraphs. Some students are capable of dealing with fairly sophisticated and abstract concepts; others are more comfortable with the concrete. A writing program must be designed to accommodate individual needs and abilities. Students must develop the ability to clearly communicate a variety of messages. This can be accomplished by an approach that is well articulated along the grades.

5.6.2 Types of Writing

Students must experience a broad range of writing activities. They must respond to different stimuli or have different reasons for writing. In this way, students complete different activities using a variety of styles and genres, appropriate to the message being communicated.

Types of writing students should use throughout the Elementary grades include: basic information (e.g. addresses, a date, instruction, directions), reports on school activities, résumés of books, films or an outing, reports, interviews and "jeux dramatiques", descriptions, narratives, letters (friendly, business), notes and messages, newspaper articles, advertisements and journal writing. As well, students often enjoy beginning or finishing stories, such as mysteries or dramas.

5.6.3. Framework and Guiding Principles

1. For students to benefit maximally from an activity, they should have a framework in which to work. They need a clear purpose or goal. They must know why they are writing and who their audience is. The activity must be meaningful to them.
2. Students should write every day. They will not always be working on a composition or following the writing process for every piece of work. Nevertheless, practice is essential every day.
3. Writing is not merely a Language Arts activity, and should not be limited to that area. Other subject areas lend themselves well to writing, such as reports of experiments in Sciences. This highlights the importance of writing across the curriculum and has potential in providing a variety of purposes for writing.
4. A print-rich environment motivates students to write. They should have at their disposal a variety of print materials of different authors, writing styles and genres. Wall displays should also be language-rich, showing many examples of written language in action. Students must have access to other writing, which serves as examples not only of what to write, but also of how to write.
5. The teacher is a motivator, resource, facilitator. He/she must also serve as a good writing model for students. What the teacher writes for publication (e.g. notes, wall charts, displays) should be done neatly and "correctly"to clearly communicate the message. It is important that students observe the teacher actually writing - thinking, composing, revising, editing, rewriting, publishing. This is important for the model it provides. As well, the fact that "Madame" or Monsieur" is engaged in an activity seems to validate it.

5.6.4 Writing Process

PRE-WRITING - In this stage, students are prepared for writing. The purpose for writing and the eventual audience are identified. These determine not only the type (style) of writing, but also appropriate vocabulary and language registers. In this stage, students plan their writing, using reference material, even including the copying of reading samples for later reference. Vocabulary words in the mother tongue can be brought to class, and appropriate terms found and verified.

Students brainstorm ideas with the teacher or in small groups. For the purpose of organization, these ideas should be arranged in some form of organizational chart, such as a web. The creation of a list of pertinent vocabulary is very important at this point. The list should be posted in the classroom (e.g. as a wall chart in the writing centre), or students may keep their own mini-dictionary.

In pre-writing, motivation is created, and students are equipped with the tools necessary to proceed with their task.

DRAFT - Students actually put their ideas on paper. At this stage, the focus is on ideas; spelling and grammar are of secondary importance. Students should be allowed to write with little intervention from the teacher, although discussion should be encouraged. It is to be expected, indeed expressed, that students will sometimes start several drafts before feeling satisfied with their ideas on paper. It is also important that students have time to work at their own pace during the drafting stage to allow for ideas to flow.

REVISION - Once students have finished a first draft, they begin to rework their writing, clarifying, reorganizing, expanding and deleting ideas. Students may work alone, in pairs or small groups, or with teacher assistance. At the end of this stage, the writing should be clearly developed; sentences should be logically sequenced to form paragraphs, referents should be clear to avoid confusion, all pertinent details should be included (e.g. description of an object or a person, narration of action).

EDITING - This stage involves verifying spelling, grammar and punctuation. To be successful editors, students must have access to a variety of resources (e.g. dictionaries, grammar texts, checklists, vocabulary charts, verb conjugations). This phase can be done individually, or in pairs and small groups with teacher assistance. Students are encouraged to edit for only one element at a time - spelling first, then grammar, then punctuation.

The scope of editing must be set for each topic. Rather than overwhelming students with every possible grammatical correction, the students should be required to check for those which are currently under study or recently highlighted.

REWRITING - The text should be presented in the form best suited to the purpose of the text and the audience, as determined by the objectives described in the introduction of the subject matter under study. The text should be written or typed neatly and legibly, as precisely as possible.

PUBLISH - The text must be made public. It may be read to someone or by someone (e.g. teachers, friends, classmates), or displayed or printed in a newsletter/ newspaper or anthology. It can also be copied and decorated, even memorized (e.g. poetry) for presentation. Publishing is important in validating the activity.

RESPONSE - Students receive feedback and positive reinforcement. This may take the form of a grade or formal evaluation, a discussion or public recognition. This phase of writing is also integral in validating the activity. (*Language Growth*, 1982).

The teacher's role is that of facilitator. Students benefit from being shown how something is done, but they learn by doing. While it may be tempting for the teacher to check and "correct" every stage of writing, time constraints make this task difficult. Care must be taken not to lessen the student's motivation level by constant verifying and correcting. Also to be considered is the fact that the focus of planned writing is on the process, not on the final product per se.

In the revising and editing stages, students are encouraged to do their own corrections. To ensure greater success, students need guidelines for their work. Rather than expecting a text to be perfect in every respect, teachers should focus on a few important points. A correction code is useful in this area; it serves to guide identification of errors and also as a tool in correction.

Among others, Bélanger (1991) and Tremblay and Demers (1990) have developed simple, but methodical procedures to incorporate an analytical focus into the writing process, while maintaining student interest and motivation. Believing that errors are natural, predictable, and developmental, they recommend self-questioning and self-correcting techniques for the detection and correction of errors. Concrete examples and means are made available to individual students to help them apply the language items that have been studied to date. Highlighting the language items and their correct use reminds students of what they are practising, thereby helping them to become independent learners.

This approach to writing is extremely valuable; it allows students to develop an appreciation of independent work. It also encourages students to accept responsibility for a specific task within set guidelines (i.e. subject, timeframe, genre, etc.)

5.6.5 Writing Activities

JOURNAL - Journals provide an excellent opportunity for students to write every day. They give students a chance to write freely on topics of their own choosing or on those suggested by the teacher. Journals, as a general rule, need not be graded or criticized. The teacher's reaction should be to the subject of the journal, not to how it is written. Error correction can become the focus at a later, planned lesson. Every student should keep a journal. However, a collective journal is another option whereby a class or small group keeps a journal. In these instances, students would provide entries with the teacher as scribe.

PLANNED WRITING - Specific writing activities should be an integral part of the curriculum, planned for frequent intervals (e.g. weeks) on a variety of topics, and for different audiences. Guidance and assistance should be readily available, and used by the students.

COLLECTIVE WRITING - The class or small group write a story together. This helps students develop the ability to work together, to share, to discuss, to modify ideas, to solve problems and to help one another. They also have opportunities to evaluate and respond to a piece of writing.

WRITING CENTRE - An area in the classroom should be devoted to writing, planning and publishing work. This writing centre should be equipped with materials required to complete writing activities. These include chairs, tables, dictionaries, wall charts (vocabulary/ spelling, grammar, verb conjugations), paper, pencils, pens, markers, construction paper/bristol board, stapler, thumbtacks and tape. Computers can also enhance the writing centre.

CLASS BOOK - The class makes an anthology of short stories, poetry, plays or sample work produced by students.

NEWSPAPER - This is an excellent forum for students to write about themselves and their peers. It also provides opportunities to create pieces of fiction and "actualité". This collaborative effort can also be authentic in nature if shared with others inside or outside the school.

AUTHOR'S CHAIR - This is the "chair of honour" which students occupy when they present their original pieces of writing to classmates.

5.6.6 Role of Teacher-Student Conferences

Writing activities provide excellent opportunities for teachers to hold conferences with students. Conferences are valuable for evaluating student progress and for diagnosing areas of difficulty.

During the drafting phase of writing, teachers should observe students at work. Discussions with students at this point should be fairly short, to avoid interrupting their train of thought. This setting provides an opportunity to discuss the student's piece of writing; how she/he planned, even to help him/her get over a "block". Other longer conferences (e.g. dealing with structural difficulties, mini lessons on grammar or spelling) should also be held, preferably during the revising and editing stages. However, time constraints prevent meeting with every student for every piece of writing. It is recommended that, to ensure adequate attention to everyone, the teacher use a list of names. Notes of discussions are important for follow-up.

5.6.7 Grammar

The place of grammar in the curriculum is directly related to the detection and correction of errors (See 5.2). To express oneself clearly, it is necessary to know how to use all rules of language. The integration of grammatical analysis (at the students' cognitive level) into communicative/ experiential practices is recommended over the traditional methods of presenting rules and completing a series of exercises.

Grammar teaching should arise from students' needs, based on their experiences as reflected in their writing. For instance, when students are writing about an adventure they had on the weekend, they need to be familiar with the formation of past tenses. Grammar in context becomes meaningful to students because it helps them communicate their ideas. It is a means to an end.

Explicit grammar teaching can be done for the class, for small groups or for individuals, depending on needs. At all times, it is preferable to teach grammar orally with students encouraged to compile a bank of examples derived from the contexts of their second language experiences. The real test of understanding a particular grammar point is the ability to apply it correctly. Sometimes, even though a point of grammar has been "taught", it will need to be reviewed from time to time, to ensure that students can use it.

The teacher serves as a model in the teaching of grammar. Students must see their teachers as speakers and writers who are models of precise language. Indeed, inaccuracies in speech will inevitably appear in written work. (See Appendix E.) However, students should always be encouraged to attempt their best when producing language, such that they produce what they know "correctly".

5.6.8 Spelling

Spelling is closely related to reading. Students who read a lot often display greater facility and precision in spelling. Teacher expectations in this regard need to be realistic. Spelling practice should focus on words encountered by students in their reading and writing. The greatest benefit for students can be derived from having them memorize words that are related to their needs and experiences.

In addition to learning the spelling of words, students should be expected to learn gender and definition. Wall charts and student or teacher-made lexicons are useful because they group words together on a given topic. Thematic or visual dictionaries are also helpful, because they provide a means - a picture identifying the word a student needs. A regular dictionary can sometimes be problematic in this regard, because if a student is unsure of the spelling, trying to find the word in the dictionary is a frustrating task (e.g. *xylophone*).

The teacher can often guide the student by sounding out a word and relating phoneme to grapheme. If the difficulty is with initial letters, as in "phonétique", referring the student to previously known words such as "téléphone" can help the student find the spelling him/herself. Helping students discover relationships between words of the same family is also a useful strategy.

5.6.9 Punctuation

Reading is important in sensitizing students to punctuation. However, to "teach" this, one must approach it from the same point of view as spelling and grammar. Punctuation is integral to communicating a message clearly. It should be developed in the context of student writing. Conferences and peer correcting are beneficial in this regard, because they place the onus on the student to pay special attention to punctuation.

One effective means of making students aware of punctuation is to have them read their texts aloud. Their intonation and pauses normally serve as indicators of punctuation required and to its placement.

5.6.10 Evaluation

Evaluation of writing should take two forms: summative and formative. It is the process of writing which is most important. To develop students as writers, the emphasis should be on how to get to the final product, which is but a reflection of that process. Teacher observation and conferences with students are essential in this process. One-on-one, both teachers and students can assess needs and strengths. This formative evaluation is a continuous process. It is a means of checking student progress through the techniques of self-questioning.

Summative evaluation is a means of ranking students by achievement and is carried out at the end of an activity, unit or theme. It provides a grade or measure and reflects how well students achieved the objectives. There are several possible approaches to summative evaluation. Students may select their best writing from their writing folder and, after revising and editing the text, submit it to the teacher for grading. The grade will be based on the content and the form. Students may wish to complete a piece of work from draft form, rewrite it and submit it for grading. This is carried out, keeping in mind the restrictions placed on students who are working in their second language. A student's writing folder should be reviewed and contents graded. The journal mentioned in Section 5.6.5 may also be considered in evaluation, but only to the extent that the student has demonstrated a serious approach to making journal entries. To check structures, teachers can administer tests which ask students to accomplish certain second language tasks. This is preferable to testing disconnected language structures.

Progress made and level attained should receive attention in appropriate balance.

Evaluation must take individual student needs and strengths into account. Students should know the objectives of an activity and understand that evaluation will determine what they have learned. (*Evaluation of Students in the Classroom - A Handbook and Policy* Guide, 1990).

5.7 THE TEACHING OF ENGLISH TO FRENCH IMMERSION STUDENTS

5.7.1 Who Teaches the English Language Arts Program?

The teacher of the English Language Arts program is determined by the administration of the school. There are advantages and disadvantages to having the French immersion teacher or an English Language Arts teacher deliver this program in the immersion classroom. These options are weighed against each other to decide upon the most suitable situation for the school as a whole.

A successful English Language Arts program in French immersion is based on the following:

- The teacher should know of possible transfers and interferences from one language to the other;
- The teacher should be knowledgeable about the language acquisition process, and understand how children learn to read, write, speak and listen;
- The teacher should have some background in French language and be able to identify possible causes of particular problems (e.g. capital letters on the days and months; final "e" in many words);
- Where two teachers are involved, both the French immersion and the English Language Arts teacher should cooperate closely to ensure appropriate program planning and implementation (for example, choice of themes to present, use of bilingual dictionaries).

5.7.2 Transfers and Interferences Between English and French

(This section is excerpted from Manitoba Guide: English 1, 2, 3, 4 FL, (1985).

Teachers must be aware that many aspects of the Language Arts program can be shared and reinforced by both French and English teachers. Because there is a high degree of correlation between the English and French languages, it is possible to transfer most of the skills from one language to the other quite readily.

However, teachers must not assume that the transfer of skills and concepts has taken place, even though these skills and concepts have been taught in French. Whereas students may transfer a skill from one language to another, it does not follow that they will do it automatically. Teachers must provide opportunities which will facilitate and reinforce the transfer of learning from one language to another.

Close coordination between cooperating teachers of the English and French Language Arts is essential to ensure the success of this program.

Many aspects of the French and English languages are similar. However, interferences occur in certain aspects, particularly phonological, and the teacher should be aware of these in order to eliminate confusion for the students.

5.7.3 Organizing and Planning for Instruction

When planning the organization and delivery of English Language Arts for French immersion students, the teacher(s) should consider the aims and objectives for a particular grade, and share them between the two Language Arts programs. It is likely that student reading levels in grades 4, 5 and 6 range across a wide spectrum. To accommodate those different levels, a whole language approach is recommended. Instruction should take into account the full range of student abilities and experiences.

As is indicated in Section 5.7.2, teachers should use their knowledge of transfers and interferences to help students avoid, as much as possible, errors which occur as a result of studying two languages.

Weekly routines such as the following, which are presented in the Saskatchewan Education document entitled *English Language Arts for French Immersion Students: Intermediate* (1989), would be useful to consider:

Day 1: reading summaries: vocabulary (later add feedback)
Day 2: reading and spelling (later shift spelling to Day 1 and add more creative writing)
Day 3: creative writing
Day 4: projects (later add review, proofreading, games)
Day 5: evaluation (later add conferences and sharing)

- After the establishment of the routine, add project and theme work.

The following table on transfer and interference has been taken, with permission, from the Manitoba Guide *English 1, 2, 3 and 4 FL_2* (1985).

CONCEPT	TRANSFER	AREAS OF INTERFERENCE
1. Consonants	b, c, d, f, k, l, m, n, p, r, s, t, v, y, z,	The names of the letters "g" and "j" are reversed in French. This fact may cause considerable confusion to the student. The letter "h" is always silent in French. The letters "w" and "x" are rarely used in French. "qu" in French has the sound of hard "c" in English. The sound "qu" as in quick does not exist in French. The letter "q" can be used alone in French but not in English (e.g. five = cinq).
2. Consonant digraphs	sh (although seldom used in French)	"th" is pronounced "t" in French. "ch" in French is pronounced like "sh" in English. The sound of "ch" as in chicken does not exist in French. "wh" does not exist in French.
3. Blends	most blends	sw, tw, sm, sn do not exist in French.

CONCEPT	TRANSFER	AREAS OF INTERFERENCE
4. Vowels		Sounds of all vowels long and short (a, e, i, o, u, y). Use of "r" after vowel in French does not change the sound of the vowel.
5. Dipthongs		ou - In French "ou" always has the sound of "ou" in group, never as in out.
		oi/oy - In French these always have the sound of "wa" as in water.
		all - In French the sound of "a" does not change when followed by "l".
		au - In French this dipthong has the long "o" sound.
6. Plurals	"s" indicates plural in some cases	The "s" is not pronounced in French.
7. Gender	Masculine and feminine exist in both languages.	In English there is a neuter gender for objects. In French, the adjective, article and noun must agree, which may change the spelling and pronunciation.

CONCEPT	TRANSFER	AREAS OF INTERFERENCE
8. Possessives		The use of s' and 's is an English concept. In French, possession is indicated by the use of de (e.g. le livre de Jean).
9. Contractions		There are few contractions in French. In English, letters are dropped and replaced by an apostrophe for the sake of brevity.
10. Abreviations	Concept	In English, an abreviation always has a period whereas, in French, the rule varies. In French a period follows an abbreviation only if the last letter is not included in the abbreviation. (e.g. Monsieur: M. the final "r" of Monsieur is not part of the abbreviation; Madame: Mme a period is not used because the final "e" of Madame is included in the abbreviation).
11. Sentence Structure	Concept	place of adjective in sentence
12. Capitalization	Concept	The names of days and months are not capitalized in French, nor are the names of languages and nationalities. In French only the first word of the title is capitalized.

CONCEPT	TRANSFER	AREAS OF INTERFERENCE
13. Punctuation	Concept	Writing Conversation i.e. John said, "Give me the bread." Jean dit: "Donne-moi le pain." - Donne-moi le pain.
14. Syllabication	Transfer	English syllabication is done according to a set of rules whereas, in French, words are divided phonetically.
15. Specific examples of other areas of difficulty		a) can vs. may b) bring vs. take c) learn vs. teach d) ng and gn. Both ng (English) and gn (French) have the same sound. This may cause reversals in writing (e.g., singer - signer). e) semantics - phrase/sentence. The word phrase in French means "sentence" in English. Therefore, a teacher must take great care in using the terms "phrase" and "sentence" in English to ensure that the students discriminate between complete sentences and sentence fragments.

CONCEPT	TRANSFER	AREAS OF INTERFERENCE
		Some words which appear the same do not have the same meaning: agreeable - agréable traffic - trafic sensible - sensible In French, many words end in a silent "e" that does not affect the pronunciation. There are few of these words in English. One example is the word "have." Also, the agreement of adjectives in French calls for the use of "e" on feminine adjectives but does not necessarily change the pronunciation of the words. Therefore, some pupils may have the tendency to use a final "e" somewhat indiscriminately. The teacher may have to put considerable emphasis on the function of "e" to produce long vowels (e.g. tap - tape).

5.7.4 Techniques and Activities for English Language Arts

The English Language Arts program is resource based. Recommended basal readers do not constitute the complete program. Instructional activities should fit the students. When choosing resources, teachers should ensure that there is a wide variety of literature representing different genres.

Resources should include:

advertisements
applications
articles
comics
fairy tales
informational books
letters
menus
mysteries
narratives
newspapers
plays
poems
posters
recipes
science fiction
songs

Writing activities should include:

captions
dialogues
informational writing
labelling
listing
poetic writing
speech balloons
descriptions
directions (recipes)
invitations
journal writing
letter writing
script writing
story writing

The publication *Language Growth: A Teaching Guide for Writing Instruction in the Elementary School* (1982) serves as a basis for teachers of English Language Arts in the Elementary grades.

5.7.5 Evaluation

Following parameters outlined elsewhere in this Guide, teachers may wish to follow a procedure similar to the one below (Saskatchewan Education, 1989):

> *22. How do I put this evaluation into the report card?*
>
> - *Each week there is set of percentages for vocabulary, spelling and creative writing. Average them for a grade.*
> - *From conferences, Sharing Time, Feedback Sessions you have given a percentage and grade based on the criteria. Average these for a Reading, Speaking, Listening grade as necessary.*
> - *The Language grade will also come from a review of the written work in a folder, i.e. summaries, creative writing, activities, etc.*
> - *Support the report card with the weekly work handed in.*

CHAPTER 6 - Evaluation

6.1 EVALUATION AND THE TEACHING/LEARNING PROCESS

The Evaluation of Students in the Classroom: A Handbook and Policy Guide (1990), which forms the basis of this section of the Guide, outlines the importance of understanding the nature and role of evaluation in the teaching/learning process. In the Preface (Page iii), it states:

> Student achievement is profoundly influenced by the evaluation practices used by the teachers in the classroom. Research in education has consistently shown that achievement monitoring and feedback are extremely important factors in the instructional process and that they have a very significant impact on student success. Instruction can seldom be effective without a comprehensive evaluation plan that is carefully and systematically implemented in the classroom.

It further states that:

> Evaluation is much more than testing. It is a continuous and comprehensive process, rather than sporadic and independent events. Evaluation should guide student learning daily rather than simply provide information for making decisions on promotion at the end of the year. Objectives are highlighted since they represent the beginning and the end of the instructional process, and there is a recognition that the process that students go through in coming to know is just as important as what they know. It is noted that comprehensive evaluation will very rarely occur when only one method of evaluation is used, and that if certain students are not to be at a disadvantage, special arrangements should be made in order to evaluate their achievement. It is pointed out that students should be graded in relation to the objectives that have been set for them, not merely in relation to other students. Two-way communication is emphasized since information must flow continuously between the home and the school, and it is noted that decisions on promotion or grade retention must always be based on a consideration of what is best for students, not only for the next year but of the rest of their lives.

Evaluating children in French immersion should be based on the factors relevant to learning a second language. First language development, second language vocabulary base, and comprehension in the second language must be considered. A more detailed discussion of these factors can be found in Chapter 5 ("Oral Language Development") of this Guide.

Professional literature about evaluation consistently identifies three types of evaluation: formative, summative and diagnostic. Essential points include:

Formative Evaluation

- the evaluation of "how things are going" rather than "how things have gone";
- is concerned more with the process than the product of learning;
- fundamental purpose is the identification of a student's strengths or weaknesses with respect to specific objectives so that necessary modifications can be made;
- a systematic process for monitoring student progress is required;
- communication among colleagues and with parents is a key element;
- the responsibility for success should be shared;
- may be conducted by the teacher, or by the students themselves as they evaluate their own or their classmates' work;
- is used before, during, and at the end of the instructional period:

before -	to assess the learning students have already acquired;
during -	to judge how well students are responding to instruction;
end -	to analyze and use information as a basis for directing teaching and learning.

Summative Evaluation

- is used to grade, certify, or select students;
- measures what has happened, not what has been happening;
- results can serve to indicate areas of strength or weakness in subjects involving sequential skill development;
- may be used to influence later instruction;
- students should be informed in advance of the event;
- used at the end of instruction;
- is directed towards a general assessment of the degree to which outcomes are attained over the entire course or some substantial part of it;
- may be used for diagnosis as well as for deciding who is permitted to go on to the next level;
- may be used to determine the present status of students, to identify factors which are responsible for and influence growth and development, and to determine potential for future growth and development;
- can be obtained from a variety of sources, teacher observation being the major source at the elementary level;
- should be referenced to the objectives of instruction rather than simply to relative rank among those evaluated.

Diagnostic Evaluation

- determines the specific needs of a student at a given time;
- emphasizes the identification and elimination of barriers to success;
- requires specialist intervention and remedial assistance for the learner when expert knowledge is needed;
- may be derived from both formative and summative evaluation procedures.

Recognizing that all forms of evaluation by the teacher and students are useful, and that teachers must use their judgement in determining if it is appropriate to report to parents outside regular report periods, the following sections highlight some techniques in the collection of information for evaluative purposes. Appendix I provides some practical examples for classroom use.

6.2 TECHNIQUES FOR EVALUATION OF LANGUAGE DEVELOPMENT

Observing behaviour provides a basis to make decisions on student progress. It allows the teacher to assess the degree to which students achieve objectives, and it provides an opportunity to evaluate the learning process.

Observations must be made regularly, systematically, and on multiple occasions. They should be based on a variety of activities involving a range of situations.

Observation is a good way to evaluate a number of skills which are difficult to assess in other ways. It can assist a teacher to determine skill development, knowledge and ability to apply skills. Through systematic observation the teacher is able to gather information about strengths and weaknesses, as well as particular personalities and learning styles. The teacher can then plan and develop strategies to accommodate learners' needs.

To ensure effective observation, the teacher should:

- specify what he/she is looking for;
- identify and observe one or two specific behaviours;
- observe often and at different times during the day;
- focus on one or two pupils at a time;
- make observations as unobtrusively as possible;
- record behaviour during the observation or as soon as possible after;
- collect work samples, photographs, or audio tapes to support and complement observations.

(B.C. Primary Teachers' Association, 1985, cited in British Columbia Ministry of Education draft document, 1990).

Checklists

Checklists can be used in several ways:

- as a guide to develop other checklists;
- as an instrument to determine which language competencies to focus on;
- to record the information resulting from the observations of the students.

Teachers should note that the information obtained from checklists serves as a guideline. They should neither be considered prescriptive in nature, nor as a list from which to teach. The sample checklists provided in Appendix H recognize the developmental nature of language learning.

6.3 EVALUATION OF THE LEARNING ENVIRONMENT

The teacher may want to consider the following about the learning environment:

- Is the classroom language-rich? Are authentic print materials readily available?
- Are useful expressions and grammatical rules on display for easy reference?
- Is the classroom bright and attractive?
- Is seating organized to facilitate grouping and student-student interaction?

6.4 SELF-EVALUATION BY TEACHERS

Teachers may wish to assess their own teaching and their evaluation plan. Some guiding questions may include:

- Do I provide a non-threatening class where children are at ease?
- Do I use a variety of evaluation tools: i.e. diagnostic, formative, summative?
- Do I keep progress files?
- Do I maintain regular contact with parents?
- Is the evaluation appropriate to the activity?
- Do I always take into account individual differences?
- Do I tailor delivery of the program to individual needs?
- Do I promote self-correction as a learning/evaluation tool?

CHAPTER 7 - PARENTS AS PARTNERS

7.1 THE HOME AND SCHOOL PARTNERSHIPS

Communication between home and school is extremely important to children's success. After all, parents are the first teachers of their children, and they have a vital role to play in their continued development. (For the purpose of this guide, the word "parents" is used to mean parents or guardians of a child.)

Parents are partners, interested in their children's education. They want to be involved, and can be a valuable source of information and insight into the nature of the child.

Often, French immersion parents feel alienated because many of them do not speak or understand French, and have little understanding of second language acquisition. This may cause undue concern, anxiety and frustration. To help alleviate this, teachers need to keep parents informed, and involve them as much as possible in all aspects of school life.

7.2 COMMUNICATING WITH PARENTS

Regular contact with parents is of the utmost importance. Parents need to know about their child's progress, how they can help and they need some understanding of current research in bilingual education. Several ways to keep them informed and to encourage them to become active participants in their child's schooling are listed below.

Awareness Meetings. Awareness meetings serve to inform parents about French immersion. Whenever possible invite a special guest to talk with parents. Guests may include personnel from district office or the Department of Education, a parent of a French immersion student, or a French immersion graduate.

Information Centre. Set up a reading table to display books, articles, and pamphlets on French immersion, literacy acquisition, a parent's role, etc. Encourage parents to read the literature and share their knowledge about their child's education.

Literature may be obtained from the Immersion Journal, Canadian Parents for French, the Newfoundland and Labrador Teachers' Association, as well as from journals such as the *Modern Language Journal*, the *Canadian Modern Language Review*, and *Contact*.

Parent-Teacher Interviews. Interviews need not wait until the scheduled reporting period. Conduct interviews whenever necessary throughout the year. Show parents samples of their child's work and explain their child's progress. Try to start and end on a positive note, but be sure to discuss problems and offer recommendations, where necessary. Be honest and informative. Don't forget that parents are partners in the child's schooling.

Letters to Parents. Letters provide parents with information about happenings at school, and ways that they can help. They should be used to share positive events with parents, for example:

Letters *thanking* parents for their participation in particular events are as important as those *asking* for support.

Here are some sample letters.

Sample letter #1

Dear Parent/Guardian,

Please encourage your child to read every night. This reading is for pleasure only. I will be helping him/her find suitable books in our classroom, the library, and from other sources.

Reading should be a 50/50 split English/French. It can be done one week in English, one week in French or two weeks for each. The main objective is to have an equal amount of time for each.

Thank you for your assistance in implementing this reading program which is an important element in your child's language growth.

If you have any questions, please do not hesitate to contact me.

Sample letter #2

Dear Parent/Guardian:

As a parent/guardian of a child in French immersion, it is extremely important to involve your child in outside school exposure to French. Listed below are some tips which you may find helpful in providing support and encouragement to your child throughout the year.

1. Encourage your child to watch some French television programs, such as game shows or cartoons.
2. Take your child to the public library and become members together. Encourage your child to read French books when available.
3. Subscribe to a French children's magazine.
4. Point out French print in the immediate environment - grocery labels, menus, television guide.
5. Provide French music for your child.
6. If possible, visit a French-speaking community together.
7. Listen to your child when he/she tells stories.
8. Become a member of Canadian Parents for French and learn more about French immersion.
9. Show an interest in French yourself. Ask your child what an object is called in French. If you speak French, use it with your child occasionally.
10. Where possible, encourage your child to telephone a friend or invite a friend from class to visit overnight. Speaking together in French outside school is fun.

Thank you for your cooperation in helping make this year as enriching as possible for your child.

Sample Letter #3

Dear Parent/Guardian:

John has just finished reading *Babouche est jalouse* and really enjoyed it. If you are looking for something to give him for his birthday next week, perhaps he would like another book in this series. I recommend _______ or _______ which are available from _______.

7.3 INVOLVING PARENTS

Teachers are encouraged to try a few of the following suggestions to involve parents in class acitivities.

Classroom visitations. Extend an invitation to parents to visit their child's classroom.

Invite parents to take part in special occasions: tasting sugar pies made by the children, attending a sing-a-long or skit presented by the students, helping out with a special Art project.

Work Parties. Organize a work party. Invite parents to come along to make materials for use in the learning centres. Parents can cut, colour, and laminate activity cards; print charts; copy and staple booklets; etc. This will give teachers an opportunity to chat informally about French immersion. Parents will also learn much about the kinds of activities that take place at school.

Field Trips. Invite parents to help chaperone field trips. Some parents may be interested in taking pictures or video- taping the event for a future showing to the class.

Clerical Work. Parents can help by typing children's stories for publication. This can be done at home or at school.

Send-Home Material. Some parents may be willing to cut and colour at home. Send home "chores" with explicit instructions, and parents will help ease the work load.

Party Organizer. Find a parent who is willing to be responsible for organizing the "goodies" for special occasion parties at school throughout the year. The teacher provides this parent with the class list including telephone numbers. The parent organizes the other parents into groups or teams according to the number of special events parties throughout the year.

CHAPTER 8 - Other Important Issues

8.1 RESPONDING TO SPECIAL NEEDS IN FRENCH IMMERSION

Every elementary classroom has children with special needs. These children may be physically or mentally handicapped, learning disabled, language impaired, high or low achievers or gifted; they may have behavioural or emotional problems or other exceptionalities.

These exceptionalities should be identified *as early as possible* and appropriate programming devised to address them. Assistance with regard to programming for special needs children is available from several sources: parents, school personnel, district personnel, public health and physicians. The publication *Special Education Policy Manual* (1987), serves as a guide in this area. Also, *Reading and Writing Difficulties: An Educator's Handbook* (1990) and *Primary Curriculum Handbook: Children Learning* (1990) are invaluable to teachers.

Since issues related to special needs programming are addressed in other publications, this guide focuses on special needs in French immersion. Research findings about special needs children in French immersion do not provide a clear picture of what approaches are most appropriate. Studies are on-going. Educators in French immersion should keep up to date with regard to research. The following research findings offer some "food for thought".

There is a body of opinion that learning disabled students or children whose first language is other than English should not be enrolled in French immersion. Research challenges this and suggests it is ill-founded (Cummins, 1983; Bruck, 1978). It appears that academic achievement is a function of cognitive abilities and not necessarily related to language of instruction. Learning disabled children probably have no more difficulty in a bilingual setting than in a unilingual situation (Wiss, 1988). Children with low academic ability achieve as well in one language as in the other. Studies show that French immersion does not appear to cause or contribute to children's academic problems (e.g. Genesee, 1987). It has also been concluded that immersion is an effective form of second language education for learners with diverse characteristics.

Wiss (1988) suggests that early immersion is probably the only chance that learning disabled children have to acquire adequate bilingual *oral* skills. She also suggests that children with *certain* oral language disorders or severe developmental delays are perhaps not best accommodated in French immersion.

Bruck (1978, 1979) strongly recommends that learning disabled children remain in the immersion program and receive appropriate remedial assistance. Research seems to suggest that remediation should be provided, where possible, in the French language. Wiss (1988), however, maintains that remediation in English can also be beneficial to these children.

A most common problem facing immersion teachers, principals and parents is transfer, "Should a child transfer to the English stream class?" There is no clear-cut answer to this question. Many factors need to be considered and each case must be dealt with individually.

Genesee (1987) states that

> transferring students who are experiencing difficulty in immersion out of the program should not be expected to result in quick remediation of the students' problems. To the contrary, as the available evidence suggests, unless special measures are taken to address these students' enduring problems, they may continue to experience difficulty even in an all-English classroom. (p. 98)

Not all learning problems or difficulties are attributable to learning disabilities. From time to time, a French immersion student may benefit from remedial assistance, which may be provided by Support Services personnel and/or through varied forms of classroom practices. This highlights the need for proper assessment by appropriate specialists. Factors to be considered include:

1. a child's academic potential;
2. a child's current level of academic achievement;
3. behavioural, emotional or family variables affecting achievement;
4. specific learning disabilities;
5. help at home;
6. present placement;
7. a child's first language skills' development.

Overall consideration of these factors by the home and the school should lead to a decision about the most appropriate program for a child. Ultimately, the decision lies with the parents.

8.2 MULTIGRADING

For a variety of reasons, both philosophical and practical, multigrade classrooms are becoming a reality in more and more schools. The organization of multigrade classes indicates that there are significant differences in grade groupings from school to school. Grade groupings in a school also tend to change from year to year.

While it is more challenging to organize appropriate instruction for multigrade classes, there are some important advantages. For example, they tend to have smaller enrolments than single-grade classes. Combined classes can also provide greater flexibility in classroom organization, more individualized instruction, greater opportunities to group children according to interest, needs or ability rather than by grade-level, and the means to establish cross-age tutoring or coaching.

In multigrade classes, teachers should combine activities across grades whenever possible. In Language Arts and Mathematics, however, there must be individualized instruction as much as possible. Teachers are challenged to find a judicious balance between combining activities and providing individualized instruction. The curriculum objectives set out in Departmental publications serve as a guide in this task.

Adaptations and modifications are necessary to ensure a stimulating learning environment. The following suggestions may prove valuable in teaching multigrade groups.

Grouping. Grouping should be organized by both grade-level and learner needs and interests, and by curriculum objectives. Different types of grouping are possible:

- all students irrespective of grade;
- ability or specific interest;
- heterogeneous groupings.

Organization of the classroom. The classroom should be organized to facilitate grouping, with clusters of seating arranged, various "corners" set up, and resources made easily accessible to students. Seating arrangements must be flexible, to encourage contact among students in different grades. Children should be encouraged to "mingle" and move around the room. Section 3.3 of this Guide provides guidance that may also be useful in combined classes.

Discipline. Group work requires a degree of self-discipline on the part of the students. If students are to function well in groups, to talk, discuss, exchange materials, move around and work together, the learning environment must encourage this. Establishing routines and rules early in the year and adapting them as required can help in this regard.

Strategies and Techniques. The following suggestions may be useful in organizing for instruction to multiple grades.

1. **Same subject teaching.** In a multigrade class, it is extremely difficult to teach every subject separately to each grade. Some subjects require that grades be taught separately. However, other subjects and activities can be done by several grades simultaneously. In other cases, concepts taught to both groups may be similar, but follow-up activities may differ. Creative or journal writing, free reading and oral language activities can often be undertaken with combined groups, as can role-playing or drama activities.

2. **Concept teaching.** For basic concepts, different grade levels may sometimes be grouped for certain parts of a lesson. Hands-on activities in mathematics are a good example of what can often be done with all students. This would be followed by different activities for each specific group.

3. **One class, two grades.** Establishing a sense of "one class, but two grades" helps promote unity. Because activities are applicable to all and undertaken as a "class", this attitude is extremely beneficial. Class solidarity is an important positive influence on student attitudes towards school and learning in general. Routines, rituals, group sharing time, and class rules all contribute to the feeling of class and community.

4. **Thematic approach.** Using a thematic approach encourages all students to be involved in the same oral and written language activities, while permitting a large degree of individualization. Units based on seasonal or other themes permit exploration of the same or similar topics with individual children working on activities geared to their needs.

5. **Project work.** In project work, all students are involved, but expectations vary from one child to the next and from one grade to the next.

6. **Pairing.** Pairing a student from one grade with one from the same or higher grade for a project or activity can be beneficial to both. Writing and illustrating a story could be accomplished by mixed pairs, while other pairings promote cooperation and mutual support.

7. **Learning centres.** Learning centres are an important part of the multigrade class because they promote and facilitate independent learning. Centre activities must be interesting and motivating for students and must be pedagogically well-planned. Such centre activities provide the teacher with the opportunity to work with small groups.

8. **Consulting skills/Peer helpers.** As in single grade classes, it is advisable for the teacher to assist students in developing independent study skills. Students can be encouraged to develop dictionary skills, to

become familiar with reference grammars, and use sources of information other than the teacher. Peer helpers also facilitate this process.

While multigrade classrooms in French immersion are not widespread in this Province, declining enrollments or large classes at a particular grade may make them necessary.

Each multigrade situation is different and may require a different approach or organization. The district office staff, school principal and teacher need to examine a particular situation carefully and plan cooperatively to address student needs.

Parents need to be informed about multigrade groups and also afforded the opportunity to ask questions or voice concerns. Parents could be invited into the classroom or to help, as much as possible. The multigrade class can be a rewarding experience for both teacher and students. Section 3.3 of this document provides guidance that may also be useful in combined classrooms.

8.3 DISTRICT RESOURCE PERSONS

School districts have resource persons to support instruction. These may include personnel with subject area expertise, and Student Support Services consultants to help with diagnosing children's needs, assessing their skill development, and providing instructional support in the classroom.

8.4 TRANSFERRING OUT OF FRENCH IMMERSION

Research and experience suggest that children who are experiencing difficulties in the French immersion program would probably have the same difficulties in the English program. Children registered in the program should remain there unless and until extensive consideration of the contributing factors and potential ramifications reveal appropriate reasons to do otherwise. Each situation should be considered on an individual basis over a period of time.

Bruck (1979) states,

> Rather than switching the child, the suggested alternative is to provide him/herwith help in the context of the French Immersion program. Children with difficulties in these programs must be given help in French, for this is the language in which they are learning and acquiring their basic skills. This will involve teacher training, test development and remedial program development specifically designed for the French Immersion child. This is not a simple solution, for it involves the commitment of parents, teachers, principals and administrators to the fact that these children do belong and should be given the same opportunities to learn in French Immersion that they would be given were they in an English program. In other words, `unless we decide that French Immersion programs should be made available to the average English Canadian children with no cultural, emotional, language or learning problems, then we must begin to change the program so that it is more suitable for a wider range of children'.

The teacher must continuously focus on the emotional reactions of the child and the possible perceptions of failure that a switch from the immersion program could engender. Such a decision should be considered in consultation with the teacher, principal, support services and school district personnel, who should ensure that parents are made aware of the implications of such a move for the child.

A CPF Special Report (1985) provides the following summary:

> However, in statistical analysis it is easy to lose sight of the individual child and it is important to emphasize that when children encounter difficulties in French Immersion, each case must be judged on its individual merits. What researchers can do is suggest some of the potentially important factors which should be considered by those who are responsible for deciding whether or not to transfer a child to an English program.

1. ...Dr. Bruck's evidence would suggest that children with problems in Immersion would likely have experienced the same problems in a regular English program.
2. If a child has been unhappy for a prolonged period of time in an Immersion program and wants to switch, then it is probably right to do so. However, one should consider the reasons for the child's unhappiness.
3. Transfer to an English program may damage a child's self-image and the stigma of failure can compound the learning problems.
4. When a child transfers to an English program in the early grades of elementary school, s/he will probably be even further behind than in the Immersion program because of not having had any formal English instruction.
5. Despite problems in academic subjects, the child experiencing learning difficulties in Immersion will usually be developing relatively fluent French speaking skills... Immersion may be the only means through which such a child can acquire facility in French since s/he is likely to have the same difficulty in a core FSL program as s/he does in other academic subjects.

Schools and school districts are encouraged to develop a statement of policy and procedures for transferring individual students from the French immersion program, considering all available and relevant factors pertaining to the child.

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APPENDICES

A. Learning Centres

B. Cultural Activities by Month

C. Grouping

D. Examples of Themes

E. Language Skills Development

F. L'Exploitation du roman

G. Samples of Children's Writings

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J. Resource Materials-Ressources

K. Adresses utiles

APPENDIX A

Learning Centres

The following pages consist of a suggested list of learning centres that can be used in elementary French immersion classes. The objectives for their use are as follows:

- * promoting self-learning and self-discipline;
- * extending vocabulary;
- * meeting the elementary over-all objectives;

The centres can be set up permanently or periodically. A few permanent centres, alternated every month or so with several that are new, is a suggested approach. It is also important to note that too many centres at the same time may be discouraging for students, who may not get a chance to familiarize themselves thoroughly with the learning centre process. It is important to vary the types of centres or to add new things to a permanent one, in order to maintain a high level of interest.

Before starting to use a learning centre, routines and instructions should be very clear, and understood by everyone.

Some learning centres described in the following pages include:

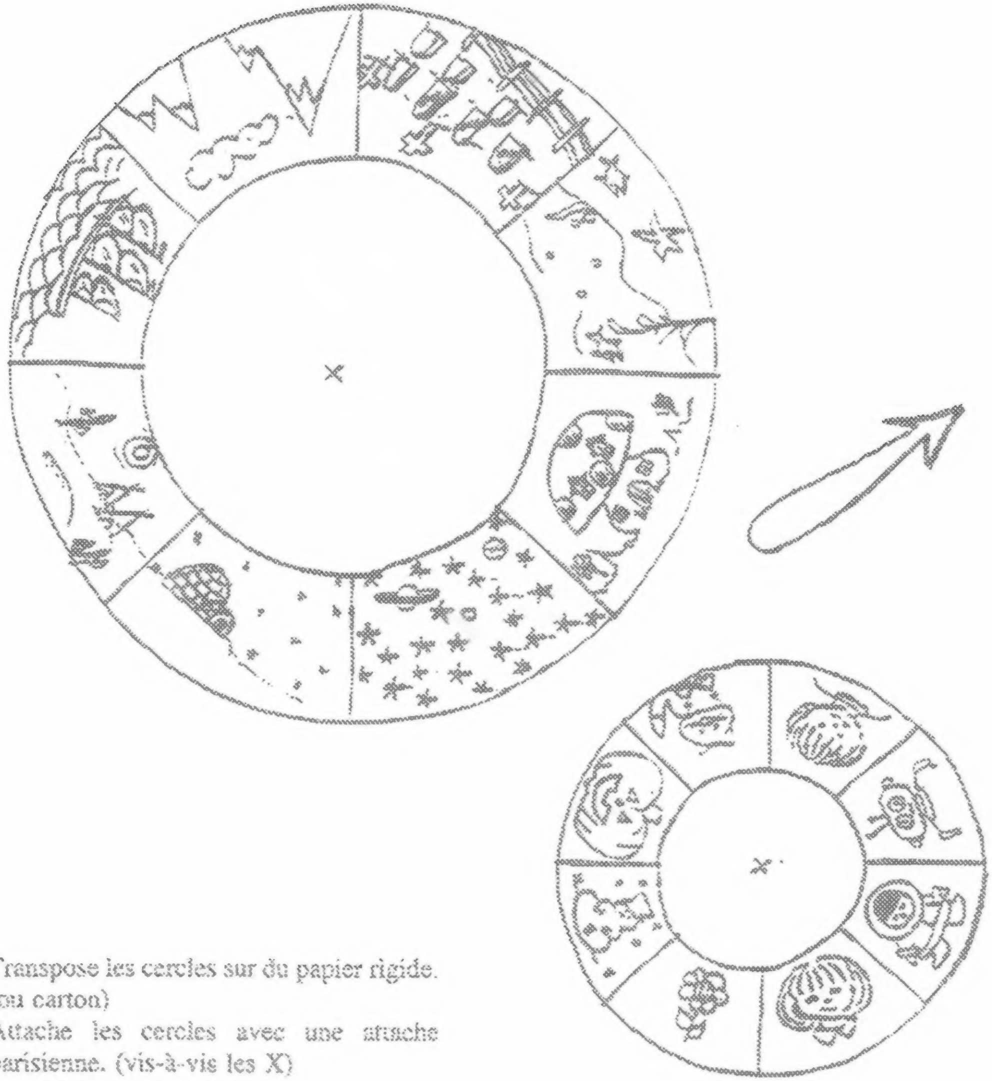
Centre d'écoute, Centre de lecture, Centre d'écriture créative, Centre de maths, Centre d'écriture, Centre de résolution de problèmes, Centre d'art, Centre de géographie, Centre de science, Centre de découverte, Centre de sciences humaines, Centre de théâtre.

1) **Le centre d'écoute**
Matériel: Un magnétophone, des écouteurs, des livres et des cassettes. On peut aussi utiliser les paroles et la musique de chansons populaires.

2) **Le centre de lecture**
Matériel: Des livres de lecture, des histoires composées par les élèves, des magazines, des bandes dessinées, etc., un magnétophone, un micro, une cassette vierge et toutes sortes de petits décors favorisant une atmosphère idéale de mise en situation. (Par exemple: un téléviseur de carton derrière lequel les enfants peuvent s'installer pour lire aux autres). Nous suggérons aussi de permettre l'invitation d'élèves des autres classes comme auditeurs occasionnels de ce centre. * PERMANENT

3) **Le centre d'écriture créative**
Matériel: Papier, crayons, crayons de couleur, crayons feutres, dictionnaire, agrafeuse, ciseaux, une règle, des papiers construction de différents formats et de différentes couleurs, listes de thèmes ou de suggestions d'activités, roulette de mise en situation et de personnages (voir le schéma), une machine à écrire, un ordinateur ainsi que tout matériel suscitant une motivation à l'écriture. (Par exemple: un texte troué ou un texte inachevé.).
* PERMANENT

Écriture Créative



1. Transpose les cercles sur du papier rigide. (ou carton)
2. Attache les cercles avec une attache parisienne. (vis-à-vis les X)
3. N'oublie pas la flèche.
4. Fais tourner les roulettes.
5. Tu as maintenant une situation d'écriture: un personnage et un décor.

4) Le centre de mathématiques
Matériel: Des jetons, des dés, une calculatrice, du papier quadrillé, des figures géométriques, des solides, des "geoboards", de la ficelle, des pailles, de la pâte à modeler, des règles métriques, des balances, de la fausse monnaie, des catalogues, des affiches d'addition, de soustraction, de multiplication, et de division, des rubans à mesurer, des stylos, des crayons feutres, des crayons de couleur et prévoir du matériel d'ordinateur (disquette LOGO; tortue, ainsi que des disquettes de logiciels de mathématiques.). Nous suggérons d'y afficher une résolution de problème pour la semaine et, aussi, de prévoir des activités selon des objectifs de cette période.

Suggestion de jeux: monoply, lego, mécano, etc... * PERMANENT

5) Le centre d'écriture

A) Jeux de mots:
Matériel: Différentes fiches d'activités de mots croisés, de mots perdus, de lecture codée, de rimes, de textes troués, des crayons, un dictionnaire, des feuilles de papier, des charades, des devinettes, des labyrinthes, des énigmes. Laisser aussi les élèves créer leurs propres devinettes, mots croisés, rébus, ou autres. Il est possible de se procurer des activités de ce type dans les magazines, les journaux, les recueils d'activités saisonnières ainsi que, parfois, dans les livres-jeux vendus par les grands magasins ou les clubs de livres.

B) Poésie:
Matériel: Recueils de poésie, crayons, crayons de couleur, un dictionnaire, des papiers de différents formats et de différentes couleurs, des étiquettes de mots qui riment, des images provenant de magazines ou autre, des poèmes dont il manque des strophes, des feuilles où il n'y a qu'un titre, des cartes de mise en situation, etc...

6) Le centre de résolution de problèmes
Matériel: Feuilles brouillons, crayons, calculatrice, papier graphique, matériel de manipulation (jetons...), fiches de problèmes à résoudre (pouvant provenir du programme de mathématiques, de la revue Beppo [Les petits débrouillards], du Coin du Penseur [SRA Ed. MDI], etc...) Nous suggérons de plastifier les fiches de problèmes de façon à les conserver en bon état plus longtemps. Aussi, nous vous suggérons de prévoir des fiches d'activités ou des dossiers personnels pour que les élèves puissent conserver leurs problèmes et leurs solutions.
* PERMANENT

7) Le centre d'art
Matériel: Différents types de papier à dessin, feuilles de papier à texture différente, peinture, fusain, pinceaux, crayons de couleur, crayons feutres, craies, crayons de cire, estampes, encre de Chine, images symétriques (coupées ou intactes), papier de soie, papier construction, pâte à modeler, fil, laine, papier d'aluminium de couleur, terre glaise, pièces de bois (gravure ou peinture), pièces de tissu (couture, estampe, collage, découpage, etc..), peinture à doigts, etc..

Exemples d'activités:

Impression: Opération par laquelle on transporte sur le tissu, le papier, la poterie, etc., des formes et dessins préparés sur les planches.

Exercice d'imagination: Travail et recherche effectués au libre cours de l'imagination créative et personnelle de l'exécutant et à sa propre fantaisie.

Dégradé: Exécuter en une illustration des affaiblissements progressifs de la lumière des couleurs.

Entrelac: Ornement composé de différents motifs entrelacés qui forment une suite continue.

Exercices d'invention: Créer des formes nouvelles à partir d'objets de formes réalistes.

Labyrinthes: Lignes placées de telles façons qu'elles créent des allées où il peut y avoir des issues ou des impasses.

Lithographie: Reproduire grâce au procédé d'impression, des dessins tracés avec un corps gras sur une pierre calcaire.

Maquette: Modèle réduit d'un projet ou reproduction d'une oeuvre connue d'un peintre, d'un sculpteur ou d'un architecte.
Etc.

8) Le centre de géographie

Matériel: Globe terrestre, cartes de différents pays, carte du monde, atlas, encyclopédies, dictionnaire, crayons feutres, compas, crayons de couleur, boussoles, loupes, fiches d'activités concernant l'orientation, les langues, la population, les ressources, etc...

9) Le centre de science

Matériel: Thermomètres, boussoles, aimants, prismes, piles électriques, ampoules, fils électriques, balances, loupes, collection d'insectes, collection de minéraux, collection de pierres, des animaux, des échantillons de différents sols, des pinces à sourcil, des éprouvettes, des échantillons de liquides de différentes masses (eau, huile, etc..), ruban gommé, papier quadrillé, compas, règles, microscopes, lamelles, graines, pièces de bois, différents objets conducteurs d'électricité, un magnétophone, un micro, de la ficelle, du ruban à mesurer, un pèse-personne, un chronomètre, des modèles réduits de système d'énergie ou de mouvements (poulie, ascenseur, système solaire, etc..), affiches, phonographe, collection d'illusions optique, divers appareils ménagers ou électriques à démonter et remonter sans danger, de la pâte à modeler, etc...

Laisser libre cours à l'imagination!!!!
* PERMANENT

10) Le centre de découvertes

Matériel: Tout matériel (original autant que possible) pouvant susciter l'intérêt ou une vive curiosité chez les élèves.

Dans une grande boîte ou dans un coin particulier de la classe, placer différents objets selon un thème précis ou qui intéressent les enfants. Ce centre leur permettra de manipuler ces objets et d'en apprendre le nom ainsi que leur utilisation.

Par exemple: Thème "La musique": Un diapason, un gazou, un harmonica, une baguette de chef d'orchestre, un métronome, des partitions musicales pour différents instruments, etc...

Thème "le temps": des sabliers, des montres à aiguilles ou à affichage numérique, des chronomètres, des horloges, etc...

11) Le centre de sciences humaines

Matériel: Matériel culturel (choses rapportées de voyage par des amis, la parenté ou la famille), des dépliants provenant de boutiques de voyage ou du ministère du tourisme, dictionnaires de langues divers (anglais-français, français-espagnol, etc.), carte du monde, collection de drapeaux, illustrations d'armoiries, affiches de costumes folkloriques, collection de volumes sur les contes et légendes des pays du monde [*Contes et légendes de tous les pays, Gründ, Paris*], feuillets d'information sur la provenance de certains produits alimentaires et manufacturés, étiquettes de vêtements (pour connaître le pays de fabrication), ainsi que tout autre matériel pouvant aider l'élève dans sa démarche d'apprentissage des sciences humaines.

12) Le centre de théâtre

Matériel: Script de mini-pièces de théâtre, fiches de mise en situation, fiches pour "improvisation", différents costumes, maquillage, masques, marionnettes, différents décors (rideau, téléviseur de carton, etc...), réflecteurs, lampes de poche, musique (dramatique, rythmée, triste, etc..), perruques, postiches (moustaches), différents types de lunettes, fiches d'activités: consignes écrites permettant un dialogue ou une situation de théâtre. (Dramatiser la partie favorite d'une histoire, mimer des émotions, mimer une situation, etc..).

APPENDIX B

Calendrier d'événements culturels

	janvier	**février**	**mars**	**avril**	**mai**	**juin**
	Nouvel An Résolutions Fête des Rois 6 Janvier	Carnaval de Québec Chandeleur Saint-Valentin Jour de la marmotte Mardi Gras	Le temps des sucres La cabane à sucre Pâques	Poisson d'avril	1er Mai Faire des fleurs Le moi du muguet Fête des mères Fête de Dollard des Ormeaux	St-Jean Baptiste Fête des pères
	juillet	**août**	**septembre**	**octobre**	**novembre**	**décembre**
	Jour du Canada Fête du 14 juillet	Epluchette de blé d'Inde	Fête du travail	Action de grâces Hallowe'en (La Toussaint) UNICEF	Fête de la Sainte-Catherine Jour du souvenir	Le Réveillon de Noël

APPENDIX C

Grouping

Why?

1. Encourages independent work habits.
2. Provides opportunity for children to share ideas in small, more personal and less threatening settings.
3. Can be organized to provide either remedial or advanced instruction.
4. Encourages cooperation among students in completion of group tasks.
5. Enables students to become involved in peer tutoring in groups of mixed ability.

How?

A. Formation of Groups:

1. Random grouping (students are chosen randomly by numbering them off).
2. Free choice (students select their own group members).
3. Heterogeneous grouping.
4. Physical grouping - (where they sit in the class).
5. Homogeneous grouping.
6. Interest - (Teacher chooses groups according to interests of children in various topics).

B. Advance teacher preparation:

The teacher must plan for the following:

1. The number of students per group.
2. The type of grouping.

3. The physical location (i.e. where each group will work in the classroom).

4. The materials.

5. The time needed for the activity.

C. To begin:

1. Organize the groups ahead of time.

2. Prepare materials.

3. Establish a monitor system. Choose a monitor for each group. The monitor would be responsible for leading the group and for gathering any needed materials. Also, the monitor can act as a spokesperson for the group. If children in the group have any problems, the monitor can deal with questions. If the monitor is incapable of solving the problems, at that time, the teacher can be approached. This reduces the amount of time the teacher must devote to answering questions and permits more concentration time for conferences with individual groups.

4. Post an organizational chart for children's reference:

Date	**Lecture orale**	**Lecture silencieuse**	**Discussion**	**Activité**
le 3 oct	Groupe A	Groupe B	Groupe C	Groupe D
le 4 oct	Groupe B	Groupe C	Groupe D	Groupe A

5. Before beginning a group activity, a class discussion should be held about the expectations and routines for group work. A chart can be made up based on the expectations determined by both the teacher and the class. This list can be reviewed periodically as a means of class management, measuring progress and self-evaluation for children. Comments or stickers may be given, depending on performance.

E.g. Groupe B

	le 3 oct	le 4 oct
Lecture	*****	
Niveau de bruit	*****	
Coopération de groupe	**	
Travail propre	***	
Moniteur a aidé	*	
Travail fini	*****	

6. Review each activity with the **entire** class before beginning.
7. Ensure that all students have a quiet activity to do in the event that they finish their work before the allotted time.

D. Wrap-up:

After the group activities are completed, bring the class together to discuss progress, clear up any difficulties or provide a resumé of each group's activities. The monitors can act as spokespeople for the groups.

Exemples d'activités

Il existe plusieurs façons de structurer des activités de groupe dans la classe. Voici quelques exemples:

- en dents de scie;
- discussion/conférence;
- groupe d'enquête.

La disposition **en dents de scie** se réalise en quatre étapes.

Étape 1
L'enseignant(e) répartit les élèves en groupes "de départ" ("Home groups") hétérogènes. Chaque membre du groupe choisit ou se voit attribuer un thème faisant partie du thème principal à étudier.

Étape 2
Les groupes d'élèves sont réorganisés de façon à constituer des groupes "d'experts". Les membres de chaque groupe travaillent ensemble afin de se documenter sur leur sujet.

Étape 3
Les enfants rejoignent leur groupe de départ, puis chacun expose son sujet aux autres.

Étape 4
L'enseignant(e) peut donner un test pour contrôler les connaissances des enfants sur leur sujet. Il/elle pourra ensuite les aider à réfléchir à la façon dont a fonctionné leur groupe et à envisager des façons différentes de procéder la prochaine fois. Pour terminer, l'enseignant(e) pourra proposer une activité qui montrera aux enfants comment travailler de manière coopérative.

Traduit de ***The Jigsaw Strategy***, p.7

Evaluation du travail en groupe

NOM ________________________________

Quelques petits points à se rappeler:

1. Comment peux-tu montrer aux autres dans le groupe que tu écoutes attentivement?
2. Ce que tu vas apprendre dans ton groupe dépend de comment le groupe réussit à travailler ensemble. Avec ton groupe, complète la formule suivante. Essaye de comprendre les problèmes de ton groupe et de trouver des suggestions pour les résoudre.

a) Explique en un mot l'impression que tu as eu de ton groupe aujourd'hui.

____

b) Explique en un mot comment ton groupe pourrait s'améliorer.

____

c) Tout le monde participe?

Toujours ______ D'habitude ______ Des fois ______

Rarement ______ Pas du tout ______ Si non, pourquoi pas? __________________

d) Tout le monde essaye d'encourager les autres?

Toujours ______ D'habitude ______ Des fois ______

Rarement ______ Pas du tout ______ Si non, pourquoi pas? __________________

e) Tout le monde fait un effort pour écouter les autres?

____

f) Vous posez-vous des questions utiles?

____

g) Est-ce qu'une ou deux personnes parlent plus souvent que les autres?

____

h) Une suggestion que nous allons essayer d'appliquer la prochaine fois:

____

____

Auto-evaluation de mon travail en groupe

(Faites une révision de ces critères avant chaque nouvelle tâche coopérative. Adaptez ces critères selon les besoins de votre groupe.)

J'ai donné des idées au groupe oui des fois non

Explique: ____

J'ai écouté les autres oui des fois non

Explique: ____

Les autres ont écouté mes idées oui des fois non

Explique: ____

Notre groupe travaillait bien oui des fois non

Explique: ____

J'encourageais les autres oui des fois non

Explique: ____

APPENDIX D

Examples of Themes

I. EXTRA-TERRESTRES ET OVNI

MATH

- number position value
- problem solving
- estimation
- zero
- reinvestment: Number writing (spelling)
- confusion with name of numbers (ex: 80 in French is called "Four twenties")
- the "dash" in writing numbers (ex: 25 = VINGT-CINQ)

SCIENCE

- vision vs light
- vision vs distance
- mirrors
- reflexions
- OVNI (UFO) phenomenon
- things that make us believe in other life forms
- space ship model
- things we can see in the sky at night
- moon
- phases of the moon
- tides (ocean)

LANGUAGE ARTS

- past, present and future tenses
- dictionary use
- verbs
- poetry
- rhymes (cosmic rhymes)
- discussions
- punctuation and capital letters
-
- reading comprehension
- "Une aventure en forêt"
- dictations
- language arts games: cryptograms, crosswords
- collective reading, personal reading
- synonyms
- journal writing
- spelling words
  1) extra-terrestre
  2) créative
  3) bizarre
  4) vaisseau spatial
  5) objet
  6) espace
  7) j'ai vu
  8) rayon
  9) province
  10) culture
  11) lune
  12) lunaire
  13) spatial(e)
  14) fusée
  15) distance

- **Vidéos:** "L'étoile mystérieuse" (Comprehension and writing activities), "E.T."

ARTS

- shadow drawings (pencil work)
- dot drawing (marker work)
- space ship model (craft)
- line and curve drawings (marker work)
- space fashion
- extra terrestrial drawing

SOCIAL STUDIES (Newfoundland)

- Hymne à Terre-Neuve
- Newfoundland flag
- Shape and location of Newfoundland

HEALTH

- Good Health Attitudes: Why?, How to build them?

II. LES PERSONNES HANDICAPÉES (4^e^ année)

- A faire pendant une semaine - préférablement pendant une semaine spéciale telle que "National Access Awareness Week".

LES ARTS LANGAGIERS FRANÇAIS

On peut introduire le thème pendant ce cours.

a) Exploration générale du thème

Posez des questions aux élèves afin de découvrir leurs connaissances, attitudes, impressions envers des handicapés.

(i) Qu'est-ce que le mot "handicapé" veut dire?
(ii) Quelles images viennent à l'esprit quand tu entends ce mot?
(iii) Connais-tu des personnes handicapées? etc.

Bien sûr, c'est une bonne occasion de sortir du nouveau vocabulaire.

b) Extension des connaissances

Il y a toute une section au sujet des personnes handicapées dans le livre: ***Plaisir des saisons***

Il y a des milliers de choses qu'on peut faire à partir de ces textes - des activités de lecture et d'écriture, des discussions, etc.

LA RELIGION

Discutez avec vos élèves les attitudes diverses de notre société envers les personnes handicapées. A partir de cette discussion, on va imaginer des situations où une personne handicapée est maltraitée. Ensuite on discute comment corriger/améliorer la situation. Cette activité se déroule sous forme de "théâtre". On joue les situations devant la classe.

LES SCIENCES HUMAINES

En sciences humaines en quatrième année, on commence par étudier "notre communauté". Bien sûr, les handicapés sont une partie importante de notre communauté. Quels services sont offerts aux personnes handicapées dans notre communauté? ex. les endroits d'accès pour les handicapées. Demandez aux élèves de dresser une liste de ces services et de suggérer d'autres services qui devraient être offerts.

Invitez une personne handicapée de votre communauté à venir parler aux élèves.

LA SCIENCE

La philosophie du programme de science est "apprendre en faisant". Alors, on va faire une expérience - devenir une personne handicapée pendant 40 minutes afin de découvrir un peu la vie de ces personnes: quelques élèves seront des aveugles - on se sert d'un morceau de tissu pour couvrir les yeux. Quelques élèves seront des sourds - on met des bouchons dans les oreilles. Quelques élèves seront des handicapés avec seulement un bras - on sécure l'autre bras derrière le dos. À la fin de l'expérience, après avoir tenté de faire les choses normales/ordinaires qu'on fait tous les jours, les élèves peuvent écrire un rapport de leurs expériences.

LES MATHS

Composez des problèmes à résoudre à partir du thème - c'est une bonne occasion de donner des informations. Par exemple, en 1964, il y avait 236 institutions au Canada pour les personnes handicapées. Au cours des années, on a fermé 143 institutions. Combien d'institutions sont restées ouvertes?

LA SANTÉ

Discutez avec les élèves qu'il y a deux sortes de handicaps - les handicaps mentaux et les handicaps physiques. Dressez une liste au tableau des handicaps mentaux et des handicaps physiques. Chaque élève doit choisir un handicap et faire un peu de recherche afin d'en découvrir plus à ce sujet. Après, chaque élève présente sa recherche aux autres élèves.

ENGLISH LANGUAGE ARTS

There is a whole section devoted to the handicapped in **Reading and How** pp. 56 - 66. This book is part of the Grade 4 English Language Arts program. These sections are accompanied by many suggested activities - leading to occasions for reading and writing.

APPENDIX E

Language Skills Development

A. Table of Language Skills Development

B. Les types de discours

C. Français Program (Grades 7 - 9)
(Grammatical Content Table)

A. Table of Language Skills Development

The following **Table** is presented as guidance for elementary French immersion teachers concerning developmental and terminal objectives for second-language competence. Language elements are expected to be introduced and studied on an intermittent basis as required for the purpose of communication. As stated earlier (see Section 5.1), it can never be assumed that any language item is acquired by any student or students at any grade level, since mastery develops at an uneven rate. Practical reinforcement activities should therefore be provided whenever it is determined that students require fine-tuning of any language skill.

The **legend** below represents minimal objectives according to the degree of complexity and abstraction of the resource materials used in any given year. Except in special cases, all students should have attained these objectives by the end of the Elementary program.

LEGEND

I = To be **Introduced**

S = To be **Studied**

R = To be **Reinforced**

The teacher is expected to present activities which promote the development of the following skills:

Listening	**Grade Level** 4	 5	 6
- Understanding basic classroom instructions	R	R	R
- Demonstrating comprehension of a message through paraphrasing	S	S	S
- listening attentively without interrupting others	R	R	R
- Following specific directions	S	S	S
- Differentiating accents	I	S	S
- Listening for contextual clues	S	S	S
- Listening for main ideas	S	S	S
- Differentiating sounds	S	S	S
- Listening for specific details	R	R	R
- Listening to taped recordings for comprehension (TV, radio, etc.)	S	S	S

Speaking	**Grade Level**		
	4	5	6
- Experimenting with language	S	S	R
- Using increasingly precise vocabulary	S	S	R
- Using varying intonation	S	S	R
- Using correct verb tenses	S	S	S
- Using correct interrogative forms	I	S	R
- Using correct affirmative forms	S	S	R
- Using correct negative forms	S	S	R
- Using correct placement of subject/verb/complement	S	S	R
- Using correct possessive forms	S	S	R
- Communicating with peers	S	R	R
- Using greetings and introductions	R	R	R
- Paraphrasing	S	S	S
- Telling an original story	S	S	S
- Retelling a story	S	S	R
- Using descriptive language	S	S	S
- Expressing an opinion, desire, or preference	S	S	S
- Producing accurately the different sounds such as u/ou, on/an; articulates clearly	S	R	R
- Using appropriate language register (e.g. degrees of formality and politeness)	S	S	R

Speaking (Cont'd)	**Grade Level** 4	 5	 6
- Using complete sentences	S	S	R
- Using increasingly complex sentences	S	S	S
- Correctly using gender of nouns and adjectives (i.e. eur/euse - eur/ice - eux/euse)	S	S	R
- Using correct form of demonstrative pronouns	S	S	R
- Using liaison and elision appropriately	R	R	R
- Using personal pronouns appropriately	S	S	S

Reading	Grade Level		
	4	5	6
- Deducing meaning of a single word from a written context	S	S	R
- Recognizing and effectively using punctuational clues in reading	R	R	R
- Reading with expression, especially where dialogue is involved	R	R	R
- Using contextual clues for comprehension of text	S	R	R
- Extracting and relating major points or ideas of a text	S	R	R
- Relating major events (i.e. who, what, when, where, why) sequentially	R	R	R
- Determining a title for a story	R	R	R
- Reading for pleasure	R	R	R
- Reading aloud an original composition	R	R	R
- Reading and following directions	R	R	R
- Summarizing a story	R	R	R
- Answering questions from a text (secondary level of importance)	R	R	R
- Recognizing synonyms, homonyms and antonyms	S	S	S
- Recognize adjectives and their agreements	S	S	S
- Uses correct pronunciation for verb endings (esp. 3rd person plural)	R	R	R
- Understanding of the more complex sound - symbol relationships (i.e. ouille, veille, aient, euille, tion, nasals, etc.)	R	R	R
- Predicting a conclusion to a story	R	R	R

Reading (Cont'd)	**Grade Level**		
	4	5	6
- Recognizing various types of literature - poems, stories, menus, announcements, articles, invitations, differentiating fiction, non-fiction, etc.	S	S	R
- Attempting to read unfamiliar material	S	R	R
- Using a variety of reading cue systems i.e.: (1) Syntactic, (2) Semantic, (3) Grapho-Phonic	R	R	R
- Choosing appropriate reading material for age, ability and personal interests	R	R	R
- Using a dictionary to find definitions	S	R	R
- Using research books and encyclopaedias	S	S	R
- Comprehend "*jeux de mots*"	S	S	S
- Reading for specific information	R	R	R
- Using a table contents	S	R	R
- Compare and contrast information presented in their reading	S	S	R
- Understand in context verbs in the following tenses:			
Conditional	I	I	S
Subjunctive	I	I	S
Passé simple	I	I	S
- Find known elements in a word (phonemes, graphemes, letters small words, etc.	R	R	R
- Divide words into syllables	R	R	R
- Identify the rootword	S	S	S

Writing / Grammar	**Grade Level** 4	 5	 6
- Writing the following types of texts: a) Collective stories	S	S	S
b) Pattern stories and poems	S	S	S
c) Small group stories	S	S	S
d) Individual stories	S	S	S
e) Non-guided composition	S	S	S
f) Poems	S	S	S
g) Recipes	S	S	S
h) Questionnaire	S	S	S
i) Answers to questions	S	R	R
j) Dialogues / skits	S	S	S
k) Dramatization	S	S	S
l) Formal speech / presentation	S	S	S
m) Research report	S	S	S
- Writing independently a daily journal to express personal thoughts, feelings, opinions, etc.	R	R	R
- Writing a description of a person or object, incident, or event	S	S	S
- Writing an invitation or card for a special occasion	S	S	S
- Writing a text to go with a particular illustration	S	S	S
- Writing book reports	S	S	S

Writing / Grammar (Cont'd)	**Grade Level** 4	 5	 6
- Writing a friendly letter	I	I	S
- Writing a formal letter (request, thank you)	I	I	S
- Writing a paragraph	S	S	S
- Writing an essay	S	S	S
- Using correct formation of cursive writing following Maclean's writing program	R	R	R
Sentence Structure - Simple and compound sentences	S	S	S
- Direct and indirect objects	S	S	S
- Affirmative	S	S	S
- Negative	S	S	S
- Imperative	S	S	S
- Interrogative (direct, indirect)	S	S	S
- Exclamatory	S	S	S
Punctuation - Capitalization	R	R	R
- Period	R	R	R
- Question mark	R	R	R
- Exclamation mark	R	R	R
- Colon	R	R	R
- Quotation marks	R	R	R

Writing / Grammar (Cont'd)	**Grade Level** 4	 5	 6
Punctuation (Cont'd) - Comma	S	S	S
- Apostrophe	S	S	S
- Hyphen	S	S	S
- Indenting	S	S	S
- Semi-colon	S	S	S
- Parentheses	S	S	S
- Suspension points	S	S	S
- Asterisk	S	S	S
Plurals - Agreement between articles, nouns and adjectives (les beaux enfants)	R	R	R
- Irregular plural endings (e.g. animal - animaux) (travail - travaux)	R	R	R
- Plural indicators ses, mes, tes, etc.	R	R	R
- Articles le, la, l'=les / un, une =des	R	R	R
Possessive Adjectives - mon, ton, son, ma, ta, sa	S	S	R
- mes, tes, ses	S	S	R
- notre, nos, votre, vos	S	S	R
- leur, leurs	S	S	R

Writing / Grammar (Cont'd)	**Grade Level** 4	 5	 6
Possessive Pronouns (Cont'd) - le mien, la mienne	S	S	R
- le tien, la tienne	S	S	R
- le sien, la sienne	S	S	R
- à lui, à elle	S	S	R
- à toi, à moi	S	S	R
- à nous, à vous, à eux, à elles	S	S	R
Object Pronouns - le, la, les	S	S	R
- lui, leur	S	S	R
- y	S	S	R
- en	S	S	R
Adverbs - Time	S	S	S
- Place	S	S	S
- Manner	S	S	S
- Reason	S	S	S
Accents and Diacritical Marks - *grave è*	S	S	R
- *aigue é*	S	S	R
- *circonflex ê*	S	S	R
- *cédille ç*	S	S	R
- *tréma ..*	S	S	R

Writing / Grammar (Cont'd)	**Grade Level** 4	 5	 6
Adjectives - gender i.e. blanc/blanche	R	R	R
- number i.e. beau/beaux	R	R	R
- irregular use i.e. le bel homme	S	S	S
- placement	S	S	S
- numerical	S	S	S
Pronoun Replacement - il, elle, on, nous, ils, elles	S	R	R
Homonymes - ces, ses, c'est, s'est	S	S	R
- la, l'a	S	S	R
- à, a, as	S	S	R
- ont, on	S	S	R
- mais, mes, mets	S	S	R
- ou, où	S	S	R
- ce, se	S	S	R
- sont, son	S	S	R
- peu, peux, peut	S	S	R
- mère, mer	S	S	R
- s'en, sans, sent, sang	S	S	R
- eu, eux	S	S	R

Writing / Grammar (Cont'd)	**Grade Level** 4	 5	 6
Homonymes (Cont'd) - cet, cette	S	S	R
- d'en, dans	S	S	R
- n'y, ni	S	S	R
- sur, sûr, sûre	S	S	R
- ça, sa	S	S	R
- peut être, peut-être	S	S	R
- é, er	S	S	R
- et, est	S	S	R
Contractions - à + le = au	S	S	R
- à + les = aux	S	S	R
- de + le = du	S	S	R
- de + des = des	S	S	R
- l' + voyelle	S	S	R
- d' + voyelle	S	S	R
- ce qu'il / ce qu'elle	S	S	R
Relative Pronouns - auquel / à laquelle / auxquels	S	S	S
- duquel / de laquelle	S	S	S
- lequel / laquelle	S	S	S
- desquels / desquelles	S	S	S

Writing / Grammar (Cont'd)	**Grade Level**		
	4	5	6
Demonstrative Pronouns	S	S	S
Verbs Use of the verbs "Etre" and "Avoir" - présent	R	R	R
- passé composé	R	R	R
- futur	S	S	R
- imparfait	S	S	S
- impératif	S	S	R
- conditionnel	I	I	S
- subjonctif	I	I	S
- passé simple	I	I	I
- infinitif	S	S	R
Ir and Er verbs - présent	R	R	R
- passé composé	R	R	R
- futur	S	S	R
- imparfait	S	S	S
- impératif	S	S	R
- conditionnel	I	I	S
- subjonctif	I	I	S
- passé simple	I	I	I

Writing / Grammar (Cont'd)	**Grade Level** 4	 5	 6
Ir and Er verbs (Cont'd) - infinitif	S	R	R
Irregular verbs (such as dire, faire, pouvoir, vouloir, savoir, voir, devoir, lire, boire, prendre, mettre, rire, courir, dormir, croire, apercevoir, connaître, paraître, ouvrir, vivre, suivre, battre) - présent	S	S	S
- passé composé	S	S	S
- futur	S	S	S
- imparfait	S	S	S
- impératif	S	S	S
- conditionnel	I	I	S
- subjonctif	I	I	S
- passé simple	I	I	I
- infinitif	S	R	R

B. Les types de discours

The following is an extract from the **Guide pédagogique pour l'élémentaire, français langue première, Document préliminaire (1992)**.

L'habileté à communiquer efficacement implique le développement simultané de la capacité de comprendre et de produire des discours **oraux** ou **écrits** à caractère varié (expressif, incitatif, informatif, poétique/ludique). Voici des descriptions et des exemples des différents types de discours:

Discours expressif:		**À l'oral**
- exprimer	sa pensée	- activités diverses
- identifier	ses émotions	• saynète
- décrire	ses intérêts	• pièce de théâtre
- comparer	ses goûts	• jeu de rôle
- justifier	ses besoins	• interview
	ses opinions	• échange
		• débat
- donner des exemples		• reportage compte rendu
- donner des preuves		• bulletin de nouvelles
		• improvisation
		• spectacle de marionnettes...
		À l'écrit
		- message personnel
		- carte postale
		- lettre
		- carte de souhaits
		- courrier des lecteurs
		- autobiographie
		- journal intime
		- récit d'événements vécus
		- lettre d'opinion

Discours incitatif: - convaincre - persuader - provoquer un changement - argumenter - expliquer son point de vue - donner des consignes des directives des règlements - inviter	- règles de jeux - recette - mode d'emploi - directives de fabrication - consignes de manuel scolaire - affiche - itinéraire - convocation - invitation - guide touristique...
Discours informatif: - rapporter - faire connaître - révéler des faits - donner l'information précise - énumérer des actions - décrire - résumer - donner des conclusions - faire des déductions extrapolations synthèses...	- article d'encyclopédie - affiche - article de revue - manuel scolaire - dépliant d'informations - atlas - bulletin de nouvelles - carte géographique
Discours ludique-poétique: - faire appel à la fantaisie l'irréel l'imaginaire - personnifier les objets les animaux les saisons - créer des images - utiliser le rythme la cadence - jouer avec les mots - divertir...	- comptine - poésie - récit fantaisiste - conte - fable - histoire légendaire mystique - bande dessinée - devinette - mot mystère - mots croisés - charade - proverbe - rime - anagramme - monologue humoristique...

C. FRANÇAIS PROGRAM (Grades 7 - 9)

The Following is an excerpt from the **Intermediate French Immersion Guide**.

Grammatical Content Table

The following table is included to provide guidance to teachers in the treatment of grammatical content. It lists the major grammatical items that should be taught in Intermediate *Français*.

The code below is provided as reference for interpretation of the table.

S: STUDY

- concepts or structures which may require formal instruction

R: REINFORCEMENT

- concepts or structures previously studied which may require review and practice at any grade level

GRAMMATICAL CONTENT TABLE

	EFI			LFI		
TEMPS DES VERBES	7	8	9	7	8	9
présent	R	R	R	S	R	R
passé composé	S	R	R	S	R	R
imparfait	S	R	R	-	S	S
futur proche (aller + infinitif)	R	R	R	S	R	R
futur simple	S	R	R	-	S	R
subjonctif présent	-	S	R	-	-	S
subjonctif passé	-	-	S	-	-	S
impératif	R	R	R	S	R	R
plus-que-parfait	-	S	R	-	-	S
futur antérieur	-	S	R	-	S	R
conditionnel	-	S	R	-	S	R
passé du conditionnel	-	-	S	-	-	S
passé simple	S	S	S	-	S	S
passé récent (venir de)	S	R	R	-	S	R
imparfait / passé composé	-	S	R	-	S	R
verbe + infinitif	R	R	R	S	R	R

	EFI			**LFI**		
PRONOMS	7	8	9	7	8	9
sujets	R	R	R	S	R	R
réfléchis	S	R	R	S	R	R
objets directs	S	R	R	S	S	S
objets indirects	S	R	R	S	S	S
y, en	R	R	R	R	R	R
place et ordre	-	S	R	-	S	R
relatifs	S	R	R	S	S	R
possessifs	R	R	R	S	R	R
indéfinis	R	R	R	R	R	R
démonstratifs	S	R	R	-	S	R
ADVERBES						
formation (régulier and irrégulier)	R	R	R	-	S	R
EXPRESSIONS						
expressions avec **avoir**, **faire**, etc.	R	R	R	S	R	R
expressions de négation (e.g., ne...aucun, rien, jamais, etc.)	R	R	R	S	S	S

	EFI			LFI		
NOMS	7	8	9	7	8	9
genre	R	R	R	S	R	R
formation du pluriel	R	R	R	S	R	R
ARTICLES						
accord de l'article / nom	R	R	R	S	R	R
(de) / (à) + article défini	R	R	R	S	R	R
négatif + quantité + de	S	R	R	-	S	R
ADJECTIFS: (possessifs, démonstratifs, interrogatifs, indéfinis)						
accord (genre et nombre)	R	R	R	S	S	R
adjectifs irréguliers	R	R	R	S	R	R
place des adjectifs	R	R	R	S	S	R
adjectifs comparatifs	S	R	R	-	S	R
adjectifs superlatifs	S	R	R	-	S	R

APPENDIX F

L'Exploitation du roman

OBJECTIFS

Le but ultime du programme de l'exploitation du roman est que les élèves tirent du plaisir de la lecture et qu'ils développent des attitudes positives envers la lecture.

Pour chaque roman en particulier, le but est que les élèves comprennent le sens essentiel du texte et qu'ils puissent exprimer cette compréhension et leur appréciation du livre de plusieurs façons.

Ce programme permet au professeur de fournir aux élèves des techniques de lecture et des stratégies de dépannage qui les aideront à être lecteurs/lectrices autonomes.

Le roman est aussi un excellent moyen de communiquer la culture francophone aux élèves.

CONSIDÉRATIONS POUR LA MISE EN MARCHE DU PROGRAMME

I. Choix de romans

a. Âge des élèves.

b. Besoins des élèves (affectifs, sociaux, intellectuels, linguistiques).

c. Intérêts des élèves.
  - animaux, ordinateurs, mystères, aventure, espace .....
  - Les livres devraient plaire aux filles, aux garçons et au professeur.

d. Habiletés de lecture des élèves.
  - décalage entre le développement cognitif et affectif des élèves et leur développement linguistique

e. Longueur des textes.

f. Genres de romans (textes amusants, mystères, journaux intimes...).

g. Langue.
  - vocabulaire
  - niveau de langue

II. Allocation de temps

a. Elle dépend de plusieurs facteurs, dont la longueur du roman, la profondeur de l'exploitation, les habiletés de lecture des élèves et les activités proposées aux élèves, par exemple.

b. Accorder un bloc de temps défini aux ateliers de lecture - environ une heure.

c. Ne pas laisser trop de temps entre les ateliers.

III. Le regroupement

a. Pourquoi?
  - pour encourager le travail autonome

- pour donner aux élèves l'occasion de partager leurs idées dans une situation plus personnelle et moins menaçante
- pour faciliter le travail coopératif
- pour fournir aux élèves l'occasion de s'entraider en situation de petits groupes
- pour l'évaluation des élèves
- pour permettre l'instruction individualisée (enrichissement, récupération)

b. La formation des groupes.
  - groupes choisis au hasard par le professeur
  - groupes choisis par les élèves
  - groupes hétérogènes (intérêts, besoins, habiletés de lecture)
  - groupes homogènes (intérêts, besoins, habiletés de lecture)

c. La mise en marche.
  - établir un système de moniteurs. Choisir un moniteur par groupe qui sera le porte-parole du groupe
  - afficher une horaire pour diriger les élèves
  - avant d'aborder chaque atelier, discuter avec toute la classe les routines à suivre et les attentes du travail en groupe, pour le groupe lui-même et pour chaque membre du groupe

d. Considérations pour le roman
  - toute la classe travaille le même roman; les élèves sont groupés selon leurs habiletés de lecture ou leurs intérêts
  - chaque groupe lit un roman différent

LES ÉTAPES DANS L'EXPLOITATION DU ROMAN

I. La pré-lecture

a. Qu'est-ce que c'est?
  - c'est une présentation du roman, de ses personnages et de son auteur aux élèves. C'est une mise en contexte de l'oeuvre.

b. À quoi sert-elle?
  - à susciter une réaction chez les élèves (e.g. la curiosité)
  - à donner aux élèves l'envie de lire; à les motiver
  - à donner aux élèves une raison de lire
  - à assurer une meilleure compréhension du texte

II. La lecture

a. La lecture devrait se faire en classe.
  - les élèves ont recours à l'aide du professeur et des autres membres de leurs groupes ainsi qu'aux ressources françaises. (dictionnaires, lexiques...)
  - le professeur peut mieux évaluer la lecture des élèves.

b. La lecture individuelle / avec partenaire(s), en silence ou à haute voix.

c. Le professeur circule parmi les groupes pour lire et discuter avec eux.

d. Stratégies pour la compréhension.
  - lexique/vocabulaire
  - le dictionnaire
  - le contexte

- les morphèmes (préfixes, suffixes)
- les mots combinés
- les synonymes/antonymes

III. La post-lecture

a. La discussion.
  - les personnages, le(s) lieu(x), les thèmes, l'action ou l'intrigue de l'histoire

b. Les activités.
  - pour démontrer la compréhension du texte dans un sens global
  - pour développer plusieurs habiletés chez les élèves (l'oral, l'écrit, pouvoir considérer le roman d'un oeil critique...)
  - pour l'intégration des matières
  - pour l'évaluation

c. Les activités se font en classe, individuellement ou en groupe.

L'ÉVALUATION

a. L'évaluation formelle.
  - se fait d'après les travaux écrits, les activités d'arts plastiques, les réponses aux questions, la discussion lors des conférences
  - la lecture à haute voix peut être évaluée aussi

b. L'évaluation informelle.
  - se base surtout sur les attitudes des élèves envers la lecture
  - évaluation continuelle
  - se fait surtout lors des conférences
  - participation et effort des élèves; observations du professeur

LE ROI DE RIEN

I. La pré-lecture: L'amorce du livre

a. **Discussion de ce que c'est qu'un roi.** Que font les rois? Est-ce que les élèves connaissent le nom de quelques rois? Comment peut-on être roi de rien?

b. **Présentation du livre.** Discuter de ce dont il s'agit dans le livre; se baser sur l'image de la couverture

c. Donner aux élèves le titre de chaque chapitre. Discuter de quoi il s'agit dans le roman, se référant seulement à ces titres.

II. Les activités basées sur la lecture du livre: La compréhension

a. Que voulait Julien comme cadeau d'anniversaire? Comment se sentait-il quand il ne l'a pas reçu?

b. Comment Julien se sentait-il face aux autres membres de la famille? Ecrire un poème qui reflète ces sentiments.

   Rédiger des extraits du journal intime de Julien, où il décrit ses sentiments.

c. Où Julien a-t-il disparu? Pourquoi? Comment était-il déguisé? Où disparaîtraient les élèves dans une telle situation? Comment se déguiseraient-ils?

III. Les activités de prolongement

a. Créer une animalerie. Les élèves fabriquent ou dessinent des animaux qu'ils vendraient dans une animalerie. A exposer dans la classe.

b. Faire une recherche au sujet du perroquet.

c. **Le hockey.** Recherche sur le jeu ou sur une vedette.

Imaginer un match et en faire le commentaire (comme à la télé ou à la radio).

d. Inventer de nouveaux hot-dogs. On pourrait même en faire à l'école.

e. **Les inventeurs/leurs inventions.** Faire une recherche à propos des inventeurs mentionnés dans le livre.

f. Encourager les élèves à faire leurs propres inventions, accompagnées d'un texte qui explique ce que c'est, comment cela marche.

g. Quels talents les élèves aimeraient-ils développer? Un membre du groupe pourrait montrer aux autres quelque chose de nouveau; par exemple, comment jouer un morceau au piano.

h. **Etre magicien.** Proposer aux élèves d'être magiciens. Ils présentent leurs tours de magie à la classe.

UN MONSTRE DANS LES CÉRÉALES

I. La pré-lecture: L'amorce du Roman

a. Présenter le roman aux élèves.
  - leur montrer la couverture du livre et en cacher le titre. Leur demander de quoi il s'agit dans le livre

b. Présenter l'auteur.
  - le connaissent-ils? Ont-ils déjà lu des livres écrits par le même auteur?

  - fournir aux élèves des renseignements biographiques et bibliographiques sur l'auteur

  OU
  - Les élèves écrivent à la maison d'édition pour se renseigner au sujet de l'auteur

c. Les céréales
  - quelles sont les céréales préférées de la classe? En faire un sondage. Faire des histogrammes
  - les élèves apportent des boîtes de céréales vides. On les affiche dans la salle de classe. (A utiliser plus tard pour une activité de bricolage.)

II. Activités basées sur la lecture: Activités de compréhension

a. **Murale de l'histoire.** Fournir au groupe un grand morceau de papier. Les élèves relèvent l'idée ou l'action principale de chaque chapitre et en font un dessin ou une peinture. Ils accompagnent chaque image d'un court texte. Terminée, la murale devrait montrer les principaux événements de l'histoire. Cette activité peut se faire individuellement, chaque élève faisant une bande dessinée.

b. **Journal intime.** Chaque élève se met à la place de Méli. Elle/Il écrit quelques extraits du journal intime de Méli, expliquant ce qui est arrivé ce jour-là et comment elle se sentait.

c. **Discussion.** Le monstre est-il réel ou imaginaire?

III. Activités de prolongement

a. En se servant des boîtes de céréales vides qu'ils ont apportées, les élèves fabriquent leur propre monstre. Ils l'accompagnent d'un texte décrivant le monstre et ce qu'ils auraient réclamé à la place de Méli.

b. Méli se croit quelquefois «victime» de toutes sortes d'injustices. Les élèves, ont-ils déjà vécu de telles situations? Discuter. Ils peuvent même rédiger un texte décrivant quelques-unes de ces situations et comment ils se sentaient.

c. Les élèves, se sont-ils déjà sentis seuls ou «oubliés» dans leur famille? Les élèves discutent de ces situations, et de comment ils se sentaient. Ils choisissent une pièce musicale qui reflètent ces sentiments.

d. Quelles expressions l'auteur emploie-t-il pour dire que Méli est fâchée? (chapitre 3).

Pourquoi s'est-elle fâchée? Dans quelles circonstances les élèves se fâchent-ils?

Proposer aux élèves d'inventer d'autres expressions qui indiquent la colère.

COLIN ET L'ORDINATEUR

I. L'amorce du roman

a. **Vocabulaire.** Remue-méninges au sujet des ordinateurs. Nommer les parties d'un ordinateur et ses usages.

Le vocabulaire pourrait être affiché au mur ou les élèves pourraient faire leur propre lexique.

b. Présenter le livre et ses personnages.

II. Les activités basées sur la lecture: La compréhension

a. Pourquoi Colin se sentait-il triste lorsqu'il passait devant la cour de l'ancienne maison de Jérémy? Est-ce que les élèves ont déjà ressenti ce genre d'ennui? Faire rédiger un texte sur le sujet ou faire dessiner une image qui reflète les sentiments des élèves dans de telles situations.

b. Comment Colin s'est-il servi de l'ordinateur?

c. Pourquoi Colin parle-t-il à son ordinateur? Imaginer une conversation entre Colin et l'ordinateur. Qu'est-ce que Colin lui dirait au sujet de Jérémy? de ses problèmes à l'école? de ses «disputes» avec sa mère?

III. Les activités de prolongement

a. Les élèves inventent leur propre «Compudata».

b. **Les horoscopes.** En trouver dans un journal ou dans un magazine. Les élèves en inventent eux-mêmes.

c. Comment les élèves utiliseraient-ils un ordinateur?

d. Travaillant en groupe de deux, les élèves imaginent une conversation entre quelqu'un et son ordinateur. A rédiger et à présenter à toute la classe ou à un groupe.

e. **Débat.** L'ordinateur peut-il avoir des effets nuisibles?

ACTIVITÉS DE LECTURE ET DE POST-LECTURE

Les activités de lecture et de post-lecture sont classifiées selon les catégories suivantes:

1. L'intrigue et les thèmes principaux
2. L'étude des personnages
3. Le lieu
4. L'étude du vocabulaire
5. Les réactions personnelles
6. Les activités de prolongement
7. Les auteurs et illustrateurs
8. Autres

Veuillez noter que l'ordre de ces catégories n'est pas une indication de l'importance qu'on leur attache et que la classification des activités est plutôt arbitraire. Cette liste d'activités n'est pas exhaustive et devrait être considerée comme étant "un point de départ".

L'intrigue et les thèmes principaux

- Suggérer un titre différent pour chaque chapitre du livre.
- Le livre va être transformé en film. Faire une affiche pour annoncer le film.
- Les phrases - clés sont celles qui sont très importantes dans une histoire. Choisir une phrase-clé à imprimer sur un tableau mural.
- Trouver trois ou quatre autres élèves qui ont lu ce livre. Planifier et créer un tableau mural qui démontre les principaux événements de l'histoire.
- Faire un tableau avec des figures faites de feutre. Utiliser ce tableau pour raconter l'histoire à la classe.
- Trouver trois au quatre étudiants qui ont lu la même histoire. Dramatiser le point culminant de l'histoire.
- Devenir caricaturiste. Créer une série de caricatures qui représentent les personnages du roman. Faire ressortir les caractéristiques dominantes de chacun. Placer les personnages dans des situations farfelues.
- Faire une affiche des personnages avec une courte description de chacun.
- Imaginer être le personnage principal et écrire un journal intime qui décrit plusieurs jours de votre vie.
- Ecrire un poème qui décrit le personnage principal.
- Créer des costumes pour les personnages du livre.
- Imaginer être un personnage de l'histoire. Ecrire une lettre à un personnage du livre.
- Justifier les actions d'un personnage par un procès en justice.

- Créer une scène dans laquelle les personnages principaux de deux livres différents se rencontrent.
- S'habiller comme un personnage du livre. Visiter la classe et raconter une aventure de sa vie.
- Faire des marionnettes ou représenter les personnages principaux. Ecrire une pièce pour présenter à la classe.
- Faire un dessin ou une bande dessinée du personnage principal. Essayer de montrer quelque chose de spécial que vous avez appris à son sujet, e.g. vêtements préférés, sentiments.
- Si un personnage dans le roman a fait quelque chose d'extraordinaire, écrire un article de journal à ce sujet.
- Devenir un des personnages. Ecrire une suite à l'histoire selon le point de vue de l'élève.
- Découper des mots et des images des revues pour créer un collage au sujet d'un personnage préféré.

Le lieu

- Rédiger un paragraphe descriptif d'un lieu dans le livre.
- Identifier des régions d'intérêt touristique mentionnées dans le livre.
- Les bons écrivains utilisent souvent des expressions intéressantes pour rendre leur livre plus captivant. Par exemple au lieu de dire, "Il est silencieux" on pourait écrire: "Il est aussi silencieux que la neige qui tombe". Trouver des phrases dans le roman qui rendent l'histoire plus fascinante et réaliste.
- Préparer un "mot-caché" en se servant des mots, des noms de personnages, des lieux etc., tirés de l'histoire lue. Préparer plusieurs copies et mettre les dans un centre d'activités pour les ami(e)s de la classe.
- Un lexique est utile lorsqu'on lit un livre parce qu'il explique le sens des mots difficiles. Trouver quelques mots nouveaux et faire un lexique. Utiliser un dictionnaire pour chercher le sens des mots difficiles.
- Faire lire une dizaine de phrases du roman par quelqu'un. Après la lecture, noter trois mots qui décrivent les images évoquées lors de la lecture.

Réaction personnelle

- Ecrire une lettre à un(e) ami(e) pour lui recommander le livre.
- Envoyer une critique du roman à l'auteur.
- Ecrire un résumé du roman en expliquant pourquoi on a aimé ou pourquoi on n'a pas aimé le roman.
- Faire un résumé de la partie du livre qui semble la plus intéressante / excitante / triste / heureuse. Accompagner ce résumé de musique appropriée ou d'effets sonores lorsqu'on le présente à la classe.
- Discuter comment on réagirait face à une des situations du livre.
- Imaginer qu'on est éditeur. Décrire le livre pour que d'autres personnes soient intéressées à le lire.
- Choisir un personnage du livre. Ecrire une lettre à ce personnage, en lui posant des questions au sujet de l'action de l'histoire.
- Expliquer pourquoi on aimerait être un certain personnage.
- Ecrire dans son journal pourquoi on choisirait un des personnages comme ami(e).
- Choisir un personnage du roman qu'on n'aime pas et expliquer pourquoi on ne l'aime pas.
- Présenter sous forme de sketch la partie la plus drôle/triste/excitante du roman.
- Préparer une annonce publicitaire pour le

roman. Essayer de convaincre les autres à lire le roman. Faire preuve de créativité et d'originalité.
- Dessiner une scène du roman et en faire un casse-tête.
- Préparer un film fixe pour raconter l'histoire. Enregistrer la présentation sur cassette pour accompagner le film. Mettre le tout au centre d'écoute.
- Préparer un court vidéo pour présenter certains aspects du roman:
  - une scène importante
  - les personnages
  - les lieux du récit
- Réaliser un montage sonore basé sur le roman. Ajouter des effets sonores et de la musique en rapport avec le texte.
- Réaliser une émission de radio basée sur l'histoire en suivant ces étapes:
  - écrire un texte
  - ajouter des bruits et de la musique
  - enregistrer l'émission sur cassette
  - placer le magnétophone dans un "radio" construit de carton
  - jouer l'émission de radio pour la classe
- Préparer une annonce publicitaire pour la télévision. Convaincre les gens de lire ce roman.
- Récrire une des scènes du roman sous forme de comédie.
- Récrire une des scènes du roman en langage simple pour enfants plus jeunes.
- Rédiger un article de journal d'après un(des) épisode(s) du roman. Répondre aux questions: Qui? Quoi? Où? quand? Pourquoi?
- Après la lecture de plusieurs chapitres, prédire la conclusion du roman.
- Imaginer la suite du roman. Ajouter un chapitre au roman.
- Composer des histoires originales ou des poèmes d'après le titre du roman.
- Ecrire un poème inspiré par l'histoire. Ensuite, publier le poème dans un journal de classe (ou de l'école) ou lire le poème à la classe.
- Faire un rapport du style journalistique sur une scène importante du livre. Dans le reportage, interviewer des personnages principaux et inclure leurs opinions.
- Choisir une situation importante dans l'histoire. Rédiger un article pour le journal.
- Inventer un jeu à partir de l'histoire. Consulter d'autres jeux afin de savoir comment rédiger des règlements clairs et précis. Présenter le jeu à la classe. Mettre le jeu dans un centre d'activité.
- Penser à un nouveau titre pour le livre. Comparer ce titre au titre original. Lequel est le meilleur et pourquoi?

Auteurs/illustrateurs

- Lire un autre roman du même auteur et faire une comparaison des deux romans.
- Comparer deux romans d'auteurs différents.
- Préparer des questions à poser à l'auteur sur son livre.
- Faire un jeu de simulation (auteur vs lecteur).
- Inviter l'auteur/illustrateur à visiter l'école.
- Faire de la recherche biographique / bibliographique sur un(des) auteur(s).
- Faire un palmarès d'auteur.
- Trouver d'autres romans illustrés par le même illustrateur et comparer les dessins pour y retrouver les caractéristiques de son style.

Autre

- Former un club de lecture. A tour de rôle, cinq ou six élèves préparent et animent le club de lecture:
  - ils préparent les livres dont on parlera

  - ils préparent des questions et des activités pour l'animation
  - ils choisissent des thèmes à discuter
  - ils enregistrent sur vidéocassettes des entrevues avec des élèves et des enseignants au sujet de leurs lectures (style du reportage dans la rue).
- Faire une enquête à propos des lectures faites par les élèves de l'école. Donner les résultats de leur enquête.
  Par exemple:
  - les livres les plus lus
  - les livres les plus aimés
  - les sujets les plus recherchés
  - les genres les plus appréciés
  - les auteurs les plus connus.

APPENDIX G

Samples of Children's Writing

The following is a collection of stories and writings in French produced by students of French Immersion Elementary classes since September 1991. Please read and enjoy. Let your children be your guides. Some writing is edited or partially edited.

Le garçon fou

par Krista Ivany

Un jour quand j'étais en train de m'asseoir dans un autobus un garçon a demandé s'il peut s'asseoir à côté de moi. Je lui ai dit "quoi?"

Il a dit, "parceque je t'aime".

J'ai dit "tu es fou!"

J'ai commencé à jouer avec mes cheveux et j'ai dit au garçon qu'il est trop fou pour un éléphant à aimer.

Marc, (son nom), a dit, "mais est-ce que tu peux me donner une chance?"

"Non, non, non", à répété Sarah. Mark a commencé a pleurer. Une larme coule sur sa joue.

J'ai dit "tu peux t'asseoir là".

"Youppie", a crié Marc et il m'a donné un grand bec sur la joue. Mais je ne lui ai pas donné de becs, rien. Et maintenant nous sommes les meilleurs amis.

Le jour de souvenir

Par Aaron Bennet

Le jour de souvenir on se souvient des soldats qui sont morts pour la paix.

Et quand je pense à la guerre je pense à mon grandpapa qui était dans la guerre et il est encore vivant.

Et il est très chanceux qu'il n'est pas mort.

Et toujours le jour de souvenir je vais à l'église avec mon grandpapa.

Freddy en l'Europe

Par Matthew Boone

Une belle jour, Freddy doit aller au marché pour acheter un sac d'école, car l'école commence en deux jours. En route là, il voit un avion. Il monte là dedans pour voir ce qui c'est dedans. L'avion, commence à rouler! Freddy ne sait pas quoi faire, alor il rest là... L'avion descend, en Europe!

Freddy descends de l'avion. Tout le monde regarde lui, personne veut avoir un serpan dans leur ville. Mais pour Freddy c'est égal. Il y a beaucoup de choses à voir. Mais Freddy veut dormir parce-que en l'Europe c'était sept heurs du matin, mais à Los Angeles, il est onze heurs de la nuit. Freddy aime pas dormir pendant le jour, mais il doit reste la pendant dix jour parce-que la prochaine avion pour Los Angeles n'arrive pas souvent au Poland. Le lendemain Freddy vais explorer. Quand l'avion arrive, Freddy mont dedans et attend juste qu'elle soit à Los Angeles. Il est content de être chez lui, mais l'Europe était fantastique!

Les bonbons empoisonnés

Par Lydia Kendell

Il était une fois un garçon d'à peu près 8 ans et sa soeur Maria qui a 11 ans. le nom du garçon est Robert. Une nuit d'Hallowe'en, les deux enfants sont allés à une maison. Ils ont frappé à la porte. Ils ont attendu une minute, deux minutes, trois minutes. Personne. Tout à coup, un homme d'à peu près 29 ans leur a donné 3 pommes, 10 friandises, 3 sacs de chips et trois barres! Quand les deux enfants ont mangé ces bonbons, ils ont du allert à l'hôpital.

Quand les personnes sont allées à l'hôpital pour les voir, Maria Anna Murray et Robert Geoffrey Murray étaient morts. En les voyant, les gens ont dit: "Comme je voudrais que Maria et Robert soient encore vivants!"

Tous le policiers cherchent dans la ville. Est-ce qu'on va retrouver les coupables!

Une puce sur un chien

Par Crystal Diamond

Une belle journée ordinaire, après l'école, je suis allée à la maison et j'ai pris mon chien pour une marche. Après 15 minutes, mon chien arrêtait et tombait par terre et bougeait beaucoup. J'ai pensé que quelque chose allait mal.

La maison d'Amy était proche, alors je suis allée là, elle était à la porte et elle a dit: "Oh! Bonjour Crystal!"

Bonjour Amy! j'ai répondu.

J'ai dit: "mon chien est très bizarre aujourd'hui."

Amy m'a dit que c'était la même chose avec le sien. Alors, on a pensé qu'on devrait les apporter à la SPCA. Toutes les personnes de la classe étaitent là avec des chiens, même Mlle Nadeau.

Le vétérinaire nous a dit que tous les chiens ont quelque chose dans leur corps que les puces aiment. Alors, les puces essaient d'aller dans leur corps.

J'ai demandé des questions comme: "Est-ce que nos chiens vont mourir?" Le vétérianire a répondu que non mais qu'il devait couper les chiens et voir ce qui est en-dedans des chiens.

"Pourquoi?"

"Parce que."

"Parce que quoi?"

"Parce que si tu veux que ton chien vive, c'est la meilleure chose à faire."

"Ok!... Humm!... Humm!... Quand est-ce que vous allez le faire?"

"MAINTENANT"

Tout le monde a crié: "Maintenant?? Crystal ton chien va aller en premier!"

"Quoi??"

Deux jours plus tard

Tous les chiens avaient eu l'opération et le vétérinaire a dit que les puces ont volé partout.

Hier soir, j'écoutais la télévision et ça disait que toutes les puces ont volé jusqu'à Paris et que toutes les personnes devaient déménager. Mes amis et moi, on a ri.

Le Français

Par Brian Hillier

Le français est un très beau langage,
le français peut être appris à tout age.

Le français est en danger au Canada,
le français, je le parle moi.

Le français est la langue d'amour,
le français va être parlé pour toujours.

Le français est une langue que je connais,
le français est une langue que tout le monde aimerait.

Le français est parlé dans beaucoup de pays,
le français est parlé à Paris.

LE FRANÇAIS!!!

Poème en multiplication

Par Luke Gaulton

J'aime manger de la saucisse

Surtout chez ma tante

Que font cinq fois six?

Je sais, c'est trente.

Le jour de la Saint-Patrice

Par Wade White

Le jour de la Saint-Patrice,
c'est vraiment trés joli.

Avec tous les petits lutins,
on aime se lèver le matin.

Si tu as le pot d'or,
Tu vas chanter dans le couloir.

Les lutins sont vrais,
Alors, allons les chercher.

Une école

Par Lydia Kendell

Une école Elémentaire
Une école qui est belle
Une école qui est chaud
Une école ou on lis
Une école qui est gris
Une école avec de musique
Une école avec beaucoup de maths
Une école avec une bibliothèque
Une école fait de briques
Une école avec de l'écriture
Une école avec les professeurs

Une école fantastique!
Une école avec pas de récréation
Une école avec beaucoup de personnes
Une école très sage
Une école qui écoute bien
Une école avec juste des filles
Une école avec juste des garçons
Une école avec un gymnase
Une école ou on parle juste français
Une école ou on parle juste l'anglais
Une école propre
Une école pas propre
Une école avec pas beaucoup de devoirs!
Une école ou on étudie la santé
Une école avec des cahiers
Une école qui est grande
Une école qui fait du bruit

Comment la Saint-Valentin a commencé

Par Kaila Mintz

Un jour, Marlo Marlie regarde son chien Rufferduff. Rufferduff joue avec Memeou, le chat qui habite proche de lui. Marlo voulait avoir quelqu'un pour aimer. Mais maintenant, c'était seulement les animaux qui pourraient aimer les autres animaux.

Marlo a une idée. Il va écrire une lettre au gouvernement et demander si les personnes peuvent aimer les autres personnes. Il écrit une lettre à M. Vamoy Himahue.

Voici sa lettre:

Cher M. Vamoy Himahue,

Est-ce que les personnes peuvent aimer les autres personnes? Je veux aimer quelqu'un, comme mon chien fait. J'ai inventé un nom pour quelqu'un que tu aimes! Un(e) ami(e) on peut aimer quelqu'un et le dire sur le 14 février. S'il vous plaît Monsieur, je veux un ami.

Marlo Marlie

M. Himahue lit la lettre et il écrit une autre lettre à Marlo.

Cher Marlo Marlie,

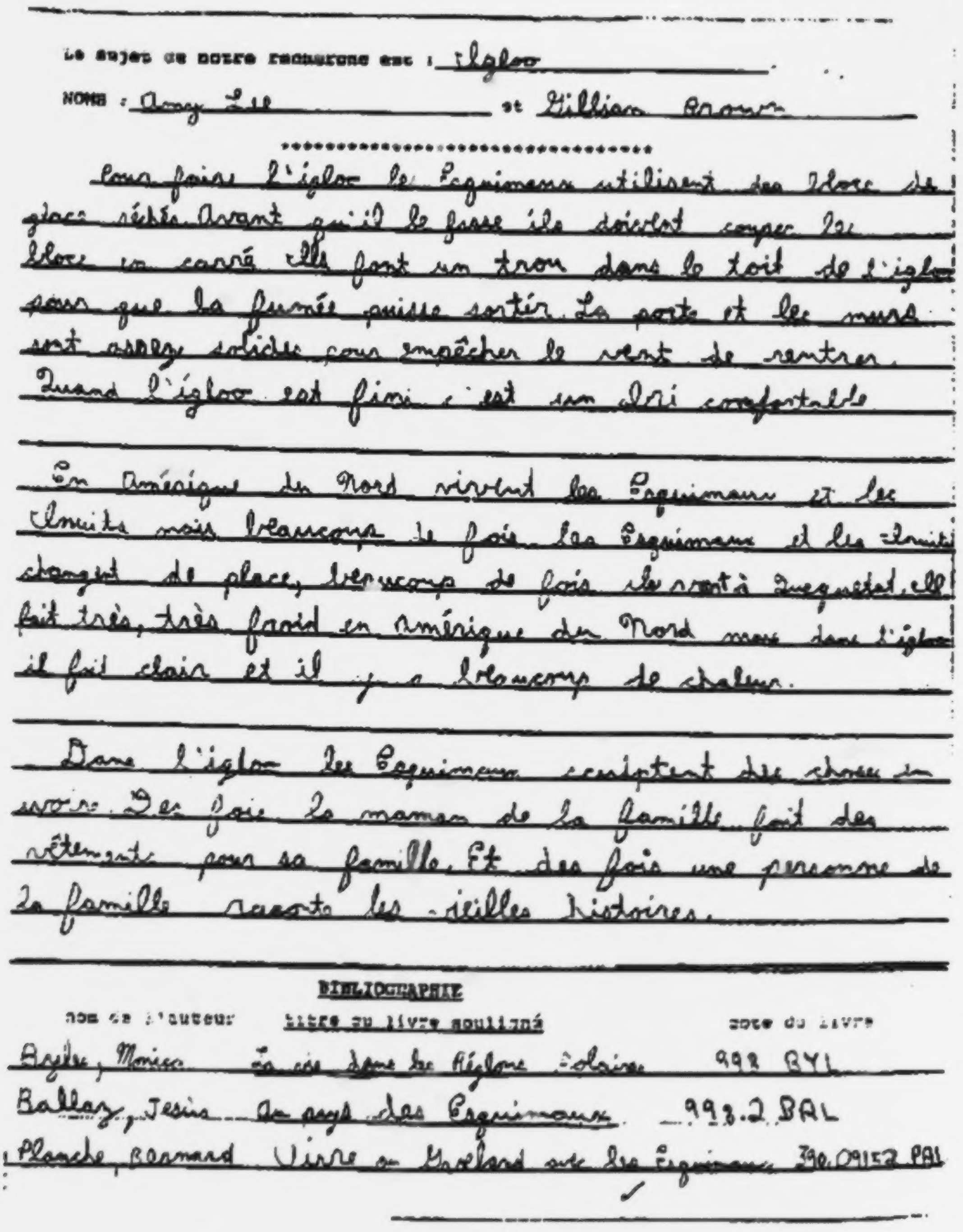
Tu peux aimer des personnes. Je donne la permission. Le 14 février peut être le jour de la Saint-Valentin. Un valentin va être un coeur pour dire que tu aimes quelqu'un. Merci pour me dire ce que tu voulais.

M. Vamoy Himahue

La reine du silence

Par Laura Penney

Je suis la reine de silence. Un jour, j'ai marché au magasin. J'ai vu mes amies et j'ai dit bonjour. Mais elles fne m'ont pas entendu. Elles ont dit, "Parle plus haut. On ne peut pas t'entendre." Le jour suivant dans l'école Mlle Smith m'a demandé de crier "Tee Fi Fo Fum". Alors, j'ai crier et c'était la première fois que j'ai crier dans la 4e année. Quand c'était novembre, Mlle Smith m'a donner mon bulletin. Elle a dit que j'était trop silencieuse. Ça c'est pourquoi je suis la reine du silence.



Le sujet de notre recherche est : Igloo.

NOMS : Amy Lee et Gillian Brown

****

Pour faire l'iglo les Esquimaux utilisent des blocs de glace séchés. Avant qu'il le fasse ils doivent couper les blocs en carré. Ils font un trou dans le toit de l'iglo pour que la fumée puisse sortir. La porte et les murs sont assez solides pour empêcher le vent de rentrer. Quand l'igloo est fini c'est un abri confortable

En Amérique du Nord vivent les Esquimaux et les Inuits mais beaucoup de fois les Esquimaux et les Inuits changent de place, beaucoup de fois ils vont à Iuequetal. Il fait très, très froid en Amérique du Nord mais dans l'igloo il fait clair et il y a beaucoup de chaleur.

Dans l'iglo les Esquimaux sculptent des choses en ivoire. Des fois la maman de la famille fait des vêtements pour sa famille. Et des fois une personne de la famille raconte les vieilles histoires.

BIBLIOGRAPHIE

nom de l'auteur	titre du livre souligné	cote du livre
Byler, Monica	La vie dans les Régions Polaires	998 BYL
Ballaz, Jesus	Au pays des Esquimaux	998.2 BAL
Planche, Bernard	Vivre au Groenland avec les Esquimaux	390.09152 PAL

✓

J'aime mon père
J'aime ma mère
J'aime mon frère et
mes soeurs avec
tout mon coeur...

Aaron McGrath
école St-Patrick
1992

QUI SUIS-JE?

Je suis jaune
J'ai un visage
J'ai des pieds et les mains
j'ai un trou au fond
Je suis en platique
Je mets du pàels sur ton cray-
ons.

Jean [illegible]
école St-Patri
ck 1992

texte non corrigé

6e année
GFA Elementary

Le Pere Noël est Malade

le 4 déc 94

C'était le 18ième jour de décembre... Le Père Noël a tomber malade. Il restait beaucoup de travaille à faire. Les lutins travaillaient très forts, mais, il y avait encore des choses à faire. Maman Noël était très inquiet. Elle a décider d'essayer de faire le travaille du Père Noël. Mais, le Père Noël ne voulait pas laisser Maman Noël faire tout son travaille. Il a dit "Maman, Je ne veut pas que tu fasses tout mon travaille." "Mais Papa," a répondu Maman Noël "Tu es malade". "Mais..." "Papa! Tais-toi! Tu es malade! Va-t-en au lit!" a dit Maman. Papa obéit. Pour le reste de décembre Maman aide les lutins dans leur workshop. Et, pendant que Maman travaillait avec les lutins, Papa prend des biscuits sans que Maman le sache. Le temps passe vite et Noël est presque là. Papa est encore malade, alors, Maman décide d'aller autour du monde elle-même, pour donner les cadeaux aux enfants. Elle décide de dire à Papa que c'est un test pour voir si les reines sont capables. Après le soir de Noël, Maman a décidé de dire à Papa la vérité. Papa et Maman rient ensemble et commence à se préparé pour Noël prochaine. Maman et Papa seront content au Pôle Nord pour toujours.

Le Fin

par: Jane Cooper!

Patinag Artistique

Je ne sais pas beaucoup de la patinage artistique mais je sais que tu dois etre un très bon patineur. J'aime regarder la patinage artistique pendans le olympicks. Il n'y a pas beaucoup d'équipement pour le patinage artistique juste les patins. Un de mes meilleur patineur est Kurt Browning.

Jason Sellars

Jonglerime

par: Milanie Downey!

St. Jean

St. Jean est un ville.

St. Jean est cinq heurs de Grand Falls

St. Jean est quelquepart que des personnes n'a pas assez d'argent pour aller.

St. Jean est en Terre-Neuve

St. Jean et un ville qui existe

St. Jean est le place ou ma tante et mon oncle et mes trois cousins vivent. (mount pearl)

St. Jean a des beau hôtels comme le Radison.

St. Jean a des placis où les choses coutent très chère comme des magasins dans les centres d'achats.

St. Jean est un place qu'on va avec les autres cinqième années en Juin,

Mon grandpère

Un jour, j'étais à la maison de mon grandpère. Il m'a montré comment faire une peinture formidable. Mon grandpe est vraiment intelligent. Je pense qu'il est le meilleure grandpère au monde. J'apprend beaucoup de lui, même commence de se donner pour faire une tête, et de lancer une balle de baseball très loin, il a commencé à me montre comment lancer cette balle quand j'avais 4 ans. Mon grand-père est

"Formidable".

par:

APPENDIX H

Sample Checklist

Shared Reading Session

Participation in Shared Reading Session

Name ____

Behaviour:	Sept.	Nov.	Jan.	Mar.	May
1. Listens attentively to a story read by the teacher					
2. Demonstrates comprehension of story					
3. Retells story in own words					
4. Describes feelings or emotions elicited by story					
5. Expresses or explains preferences for certain parts of story					

1 = rarely observed 2 = sometimes observed 3 = frequently observed

Comments ____

____

____

Sample Checklist
Shared Writing Session

Name ______________________________ Date __________________

The child:

	Not Yet Observed	With Assistance	Independently
• generates ideas for the story			
• presents ideas in a logical sequence			
• shows consideration for ideas of others			
• takes appropriate risks in suggesting spellings for words			
• shows confidence in own suggestions/ comments			
• maintains interest for the duration of the activity			

APPENDIX I

Evaluation

Teachers may wish to take guidance from the sample evaluation procedures provided below.

I. Excerpts from a presentation by J. Dicks at the 1992 Modern Languages Council Conference:

a) Composantes de la compétence de communication et objets d'évaluation

Composantes	Objets d'évaluation
Sociolinguistique	1. Intention de communication 2. Contexte de la communication • le sujet • les participants • le canal • le moment et le lieu • les habitudes socio-culturelles
Linguistique	3. Formes orales et écrites • phonologie ou orthographe • vocabulaire • morphologie et syntaxe
Discursive	4. Éléments du discours • cohésion • cohérence
Stratégique	5. Stratégies verbales et non verbales

b) Evaluation globale

EVALUATION GLOBALE

NIVEAU A

Compétence sociolinguistique. L'apprenant est presque toujours capable d'utiliser la langue pour effectuer les tâches langagières cibles, et effectue ces tâches d'une manière appropriée.

Compétence grammaticale. L'apprenant s'exprime presque toujours avec un niveau de précision grammaticale supérieur. La prononciation, l'intonation, et le débit n'entravent pas la communication.

Compétence stratégique. L'apprenant comprend presque toujours sans besoin ni de reformulation ni de de répétition. Des stratégies communicatives (gestes, demandes de répétition, circonlocutions) sont presque toujours utilisées efficacement.

Compétence discursive. Les énoncés de l'apprenant sont presque toujours compréhensibles, complets, et s'intègrent naturellement dans la conversation. Le discours est très logique et cohérent. Les connecteurs discursifs (pronoms, mots de transition, etc.) sont utilisés correctement et régulièrement.

NIVEAU B

Compétence sociolinguistique. L'apprenant est souvent capable d'utiliser la langue pour effectuer les tâches langagières cibles, et effectue ces tâches d'une manière appropriée.

Compétence grammaticale. L'apprenant s'exprime souvent avec un niveau de précision grammaticale moyen. La prononciation, l'intonation, et le débit n'entravent pas la communication.

Compétence stratégique. L'apprenant comprend souvent sans besoin de reformulation ni de répétition. Des stratégies communicatives (gestes, demandes de répétition, circonlocutions) sont souvent utilisées efficacement.

Compétence discursive. Les énoncés de l'apprenant sont souvent compréhensibles, complets, et s'intègrent naturellement dans la conversation. Le discours est souvent logique et cohérent. Les connecteurs discursifs (pronoms, mots de transition, etc.) sont souvent utilisés correctement.

NIVEAU C

Compétence sociolinguistique. L'apprenant est souvent incapable d'utiliser la langue pour effectuer les tâches langagières cibles.

Compétence grammaticale. L'apprenant s'exprime souvent avec très peu de précision grammaticale. La prononciation, l'intonation, et le débit entravent souvent la communication.

Compétence stratégique. L'apprenant ne comprend pas beaucoup et a souvent besoin de reformulation et de répétition. Des stratégies communicatives (gestes, demandes de répétition, circonlocutions) sont rarement utilisées efficacement.

Compétence discursive. Les énoncés de l'apprenant sont souvent incompréhensibles, incomplets, et ne s'intègrent pas naturellement dans la conversation. Le discours est souvent illogique et incohérent. Les connecteurs discursifs (pronoms, mots de transition, etc.) sont rarement utilisés correctement.

c) Some Evaluation Techniques

NON-INTERACTIVE PRODUCTION

1. Talking pictures/Dessins pour parler:
    - series of illustrations, photos, etc.
    - student has 2-3 minutes to examine, ask questions
    - student must narrate/describe contents
    - minimal teacher intervention
    - scored on site or recorded
    - can be individual or 2-3 students
2. Resumé/Compte rendu:
    - oral recorded passage
    - students listen and retell in own words
    - focus on key points, not secondary details
    - teacher involvement minimal
    - individual or small groups

INTERACTIVE PRODUCTION

3. Forms/Questionnaires
   - interview between two students
   - assisted by written documents
   - forms - factual information, lower levels
   - questionnaires - facts, opinions, attitudes, higher levels
   - forms/questionnaires contain key words only
   - one student has form to complete, formulates questions
   - other student answers questions
4. Role plays/Jeux de rôles
   - face-to-face encounter, specific role
   - structured role-play specific instructions
   - flexibility in formulation of ideas, and elaboration
   - 2-3 minutes to read instructions and prepare
   - no rehearsal allowed
5. Group discussions/Discussion de groupe
   - four students - round-table discussion
   - information card - background and roles
   - specific instructions regarding format and roles
   - 2-3 minutes to read instructions and prepare
   - no rehearsal
   - assistance required in evaluating (or record)

I. Instruments used by Day and Shapson (1987) in a project to assess oral communicative skills in a French immersion program:

Table 1 Rating scales for story retelling

Rating	Descriptor
	Organization
4	You can understand and outline the story very easily mainly because the child uses organizational aids to make the story clear; among these are connectors, subordination, clear pronoun references and an introduction and closing to the story.
3	You can understand and outline the story without making major assumptions. The child has organized the story adequately but uses very few organizational aids such as connectors, subordination, etc., to make the story clear.
2	It would be difficult for you to understand and to outline the story and you would have to make some assumptions to do so because of one or a combination of the following: a) some major events missing; b) events out of order; c) confusing pronoun references and/or story details.
1	Story is disorganized; cannot understand relationships or events.
	Pronunciation
4	Native speaker level or very close to native speaker.
3	Adequately pronounced, good pronunciation.
2	Fairly adequately pronounced/no trouble detecting or understanding.
1	Poor pronunciation/difficult to understand/some sounds may be distorted.
	Fluency
4	Relatively smooth and effortless, native-like rate of speech.
3	Relatively smooth and effortless but rate of speech is slower than native (or perceptibly non-native).
2	Speech is uneven, some noticeable breaks between words; seems to require effort; occasionally halting; tends to but does not necessarily have slower speech rate than level 3.
1	Halting, slow speech, noticeable breaks between words; seems to require much effort.

Table 2 Rating scales for group discussion

Rating	Descriptor
4	*Comprehensibility* No effort needed to understand the child's intent; easily understandable.
3	Some effort needed to understand the child's intent; may have to make some or a few inferences or assumptions but can understand, both overall and in detail.
2	Much effort needed to understand the child's intent. Need to strain and/or make inferences to understand. Can understand overall or can understand the gist of what is said but cannot understand fully or in detail.
1	Cannot understand the child's intent.
	Information
4	*Very elaborate* comments, opinions, solutions or replies. Includes category 3 below with greater elaboration of reason, solution, etc. (e.g. weighing the alternatives, pros and cons).
3	*Elaborated* comments, opinions, solutions or replies i.e. opinions with reason(s), solutions with detail or explanation, generalisation with reason(s), comments with details, etc.
2	*Simple* comments, opinions, solutions, or replies/not necessarily a complete sentence. In general, these are remarks, ideas, etc. with no supporting evidence, examples, details, or illustrations.
1	*Irrelevant* comments having nothing or very little to do with the discussion or introduced into the discussion without context or explanation (may be complete or incomplete sentences or one or two words).
	Fluency
4	Relatively smooth and effortless, native-like rate of speech.
3	Relatively smooth and effortless but rate of speech is slower than native (or perceptibly non-native).
2	Speech is uneven, some noticeable breaks between words; seems to require effort; occasionally halting; tends to but does not necessarily have slower speech rate than level 3.
1	Halting, slow speech, noticeable breaks between words; seems to require much effort.

Table 3 Error classification schema

Class and Sub-Class	*Type of Error*	*Example of Error*
Pronouns		
Subject Pronoun (3rd person sing. and pl.)	Gender	*Ils ont demandé à Marie si il voulait aller chercher le chat.*
Direct/Indirect Object Pronoun (3rd person sing. and pl.)	Omission	*Il y a un petit chaton et il faut___ descendre.*
	Error in form (i.e. case, number)	*Elle va le faire mal.*
	Error in position	*Ils ont essayé de aider lui.*
	Redundant pronoun	*Son père allait le voir Marie.*
Reflexive Pronoun (all persons, sing. and pl.)	Omission	*Il a demandé si elle ___ est fait mal.*
	Error in form or position	*Elle n'a pas se fait mal.*
Determiners (*Singular*)		
Specific (*le/la*)	Gender	*La chat; le fille.*
	Elision	*Le arbre.*
	Contraction with *de* and *à* (plural included)	*A le garçon; de les enfants.*
Non-Specific (*un/une*)	Gender	*Une arbre; un fille.*
Possessive (*mon/ma; ton/ta; son/sa*)		*Sa père; son bicyclette.*
Adjectives	Agreement	*La premier branche.*
Prepositions	Omission or incorrect choice:	
	With infinitives (e.g. *essayer de, promettre de, aider à*)	*Marie a promis à essayer.*
	After verbs such as *demander* (*à* + noun)	*Il a demandé ___ Marie de chercher le chat.*
	After *monter* and *grimper* (e.g. *dans*)	*Marie aime grimper___les arbres.*
	In prepositional phrases	*Il y avait un chat dedans l'arbre;* *Ils sont allés sur les bicyclettes.*
Verbs		
Present Indicative	Form of singular and plural	*Et les deux autres amis de Marie ne peut pas.*

III. Excerpts from a presentation by F. Lentz at the A.C.P.I. Conference (1992):

Un exemple d'évaluation en compréhension écrite

Le test de closure

Les gorilles ont toujours été tenus pour des animaux méchants, violents et par conséquent dangereux. On sait maintenant, depuis qu' ils ont été attentivement observés dans leur habitat, que ce sont des animaux doux, très sociables avec leurs congénères et nullement redoutables. Le mérite de cette remise au point revient à des zoologues qui n'ont pas voulu croire aux idées toutes faites et se sont aventurés hardiment dans les territoires habités par les gorilles pour étudier leur comportement. Les premiers rapports de ces savants ont jeté la stupeur parmi leurs collègues qui ne connaissaient les moeurs des gorilles que d'après les récits (des) d'explorateurs, les croyances locales et les observations qu'ils en faisaient eux-mêmes dans les zoos des grandes villes. Ce sont les époux George et Kay Schaller qui ont définitivement détruit les préjugés sur la férocité des gorilles. Vers la fin des années '50, après avoir vécu pendant près de deux ans au coeur de l'Afrique, en contact étroit avec ces animaux, ils ont publié un livre qui a eu un énorme succès (L'année du gorille) et dans lequel ils ont documenté, avec beaucoup d'efficacité et une grande force de persuasion, leurs longues et méticuleuses observations. Mais d'où venait donc cette idée que les gorilles étaient méchants? Tout d'abord de l'expression farouche de leur figure aux traits presque humains évoquant le croquemitaine dont on nous parlait pour nous faire peur quand nous étions petits. Et aussi de leur façon peu courtoise de se comporter en présence des étrangers, c'est-à-dire des animaux qui s'aventurent sur leur territoire: dès qu'ils en aperçoivent un, ils lancent en l'air feuilles, branches et arbustes, hurlent à tue-tête, se frappent la poitrine, donne de furieux coups de pied à tout ce qui se trouve à leur portée, tapent des mains par terre, etc.. Les zoologues ont défini cet étrange comportement de "danse de guerre": c'est en réalité une manifestation de défense qu'exécute le mâle dominant, chef de groupe.

Cette activité force les élèves à utiliser le contexte, à travailler sur ce qui vient avant et après le mot. Si les élèves utilisent un autre mot, il faut qu'ils le justifient.

Production écrite d'un texte

à visée informative

Je relis attentivement le texte que je viens d'écrire en m'aidant des questions suivantes. J'utilise l'espace prévu sous la question pour noter les différents éléments qui pourraient m'aider à améliorer mon texte.

1. Le texte que je viens d'écrire contient-il des informations précises et complètes (c'est-à-dire tout ce que je veux dire à propos de mon sujet)?

   J'explique pourquoi et je rajoute certaines informations, si nécessaire.

2. Quelle partie de mon texte n'est peut-être pas assez claire pour la personne qui le lira?

   Que puis-je faire pour rendre cette partie du texte plus claire? Exemples: phrase trop longue ou trop courte, ajouter des adjectifs et des adverbes, donner des exemples, préciser les circonstances.

3. Le texte que j'ai écrit contient-il des mots ou des groupes de mots qui servent à préciser des informations? Je cherche en particulier des noms propres, des noms communs, des adjectifs, des adverbes, des compléments circonstanciels. J'observe également l'organisation des informations entre elles et la disposition du texte sur la page.

4. Mon texte, contient-il seulement des faits?___

ou également des opinions?___

Si mon texte contient des opinions, quels mots indiquent ces opinions? Exemples: à mon avis, je pense que, incroyable, mauvais, stupide, etc.

____

____

S'il y a des opinions dans mon texte, je les enlève car le texte que j'écris doit donner seulement des informations.

5. Est-ce que j'ai divisé mon texte en paragraphes? oui ___ non ___

Si oui, j'indique l'idée générale de chaque paragraphe.

____

____

____

Si non, je réécris mon texte, en le divisant en paragraphes.

6. Y a-t-il des mots de transition dans mon texte? Exemples: d'abord, ensuite, enfin, en plus, etc.
oui ___ non ___

Je vérifie s'il y en a au moins cinq différents dans tout mon texte.

____

____

7. Y a-t-il des mots anglais dans mon texte? Si oui, lesquels? Je les remplace par les mots français équivalents.

____

____

8. Les mots que j'ai utilisés sont-ils précis et variés? Je fais les changements qui paraissent nécessaires.

9. Les phrases de mon texte sont-elles bien construites? Je regarde en particulier le type de phrase (mon texte doit contenir des phrases affirmatives, c'est-à-dire qui affirment des faits); j'observe également si l'ordre des mots et des groupes de mots est correct. Je fais les corrections nécessaires.

10. Ai-je utilisé les temps verbaux appropriés à mon texte (le présent si mon texte est écrit au présent et le passé composé ou l'imparfait si mon texte est écrit au passé)? Je souligne les verbes et leurs sujets, je justifie les temps verbaux; je vérifie, au besoin, la conjugaison des verbes.

11. Ai-je utilisé correctement les signes de ponctuation? Pour le vérifier, je lis à haute voix un paragraphe de mon texte: chaque phrase doit contenir une idée et doit être séparée de la suivante par un point; il y a des virgules, à l'intérieur de la phrase, qui séparent les différentes parties de la phrase. Je fais les corrections nécessaires.

    Je justifie trois signes différents de ponctuation dans mon texte.

12. Est-ce que les mots que j'ai utilisés sont écrits correctement? Je relève une quinzaine de mots différents qui ne me paraissent pas écrits correctement; je vérifie leur orthographe dans le dictionnaire, je consulte une grammaire et/ou je demande de l'aide à mes camarades, à mon enseignant ou enseignante; je fais alors les changements nécessaires.

WRITING PROCESS
Error Correction (Final Draft)

Production écrite d'un texte à visée informative

CRITÈRES	ÉCHELLE DESCRIPTIVE	NOTE	TOTAL
1. La présence des informations précises, complètes et pertinentes	A: Présence plus que suffisante	20	
	B: Présence suffisante	15	
	C: Présence insuffisante	9	
	D: Présence très insuffisante	2	/20
2. L' absence d'opinion	A: Pas d'expressions d'opinions	15	
	B: 1-3 expressions d'opinions	10	
	C: 4-6 expressions d'opinions	5	
	D: Plus de 6 expressions d'opinions	2	/15
3. La présence des éléments qui servent à préciser des informations (noms propres et communs, adjectifs, adverbes, compléments circonstanciels: organisation des informations entre elles; disposition du texte sur la page)	A: Présence plus que suffisante	15	
	B: Présence suffisante	11	
	C: Présence insuffisante	7	
	D: Présence très insuffisante	2	/15
4. Les indices d'articulation du texte (paragraphe, mots de transition)	A: Très pertinente et très variée	10	
	B: Assez pertinente et assez variée	7	
	C: Peu pertinente et peu variée	3	
	D: Rarement pertinente et variée	1	/10

WRITING PROCESS
Error Correction (Continued)

	CRITÈRES	ÉCHELLE DESCRIPTIVE	NOTE	TOTAL
LANGUE	5. Le vocabulaire précis, varié et correct	A: Précis, varié et correct (pas d'anglicismes)	10	
		B: Assez précis, assez varié et assez correct (peu d'anglicismes)	7	
		C: Peu précis, peu varié et peu correct (quelques anglicismes)	4	
		D: Très peu précis, très peu varié et très peu correct (plusieurs anglicismes)	1	/10
	6. Les phrases sont bien construites	A: Toutes les phrases	10	
		B: Presque toutes les phrases	7	
		C: Plusieurs phrases posent un problème	4	
		D: La plupart des phrases posent un problème	1	/10
	7. Les verbes sont utilisés dans leur forme et dans leur emploi relatif de manière appropriée au texte	A: 0-2 erreurs	10	
		B: 3-5 erreurs	7	
		C: 6-8 erreurs	4	
		D: 9 erreurs et plus	1	/10
	8. Les signes de ponctuation sont utilisés adéquatement	A: 0-2 erreurs	5	
		B: 3-5 erreurs	4	
		C: 6-8 erreurs	3	
		D: 9 erreurs et plus	1	/5
	9. Les mots utilisés respectent les contraintes de l'orthographe d'usage et grammaticale	A: 0-2 erreurs	5	
		B: 3-5 erreurs	4	
		C: 6-8 erreurs	3	
		D: 9 erreurs et plus	1	/5

/100

ÉVALUATION FORMATIVE
Production orale d'un discours
à visée informative

Avant l'organization de l'exposé*

1. Sujet de l'exposé

Qu'est-ce que tu voulais inclure dans ta présentation?

____

____

____

2. L'ensemble des informations

a) Penses-tu que les informations que tu as recueillies sont complètes (c'est-à-dire qu'elles contiennent tout ce que tu veux dire à propos de ton sujet)? Explique pourquoi.

____

____

____

b) Si tu penses que les informations ne sont pas complètes, qu'est-ce que tu dois ajouter?

____

____

3. Chaque information que tu donnes est-elle

___ assez détaillée?

___ trop peu détaillée? Que dois-tu ajouter? ______________________________

___ trop détaillée? Que dois-tu enlever? ______________________________

* **Cette grille est utilisable avant, pendant et après l'organisation de l'exposé.**

4. Informations nouvelles

a) Penses-tu que les informations que tu vas présenter sont nouvelles pour tes camarades de classe? Explique pourquoi.

____

____

____

b) Donne un exemple d'un fait que tes camarades de classe ne connaîtront probablement pas.

____

____

____

5. Informations intéressantes

a) Quelles informations que tu as choisies seront les plus intéressantes pour tes camarades de classe? Explique pourquoi.

____

____

____

b) Quelle partie de ton exposé pourrait être moins intéressante pour tes camarades de classe? Que peux-tu faire pour la rendre plus intéressante?

____

____

____

6. Est-ce que les phrases commencent toujours par le sujet? oui ___ non ___
Si oui, peux-tu commencer certaines phrases par autre chose?
Exemples:

____

____

____

7. Y a-t-il des mots de transition (ex.: en plus, d'abord, ensuite, enfin, etc.) dans ton exposé? oui ____ non ____
Assure-toi qu'il y en a au moins cinq (5) différents dans tout ton exposé.

8. a) Y a-t-il des mots que tu trouves difficiles à prononcer? Lesquels?

____

____

Demande à quelqu'un de t'aider.

b) Est-ce qu'il y a des mots que tu ne reconnais pas à cause de la manière dont tu les dis?
Est-ce que c'est parce que tu parles trop vite? ou pas assez vite? Que peux-tu faire pour améliorer cet aspect de ton exposé?

____

____

____

9. a) Comment évalues-tu l'expression avec laquelle tu parles? Utilise l'échelle suivante:

(très peu d'expression)	1	2	3	4	5 (beaucoup d'expression)

Écris deux façons d'améliorer l'expression de ton exposé.

____

____

b) Parles-tu avec plus d'expression pour introduire chaque partie de ton exposé?
Oui ___ Non ___

c) Redis ton exposé en essayant d'améliorer l'expression.

ÉVALUATION FORMATIVE
Production orale d'un discours à visée informative

Après l'organization de l'exposé

1. As-tu indiqué, si nécessaire, des circonstances (ex.: quand, où, comment, pourquoi)?
Exemples:

____

____

____

2. Si tu t'adresses à plus d'une personne, as-tu utilisé "vous" et "votre/vos" ou "on" et "son/sa/ses"? Oui ___ Non ___
Si non, fais les changements nécessaires.

3. Faits vs opinions

Est-ce que les informations que tu as fournies contiennent seulement des faits? ___

Contiennent-elles aussi des opinions? ___

S'il y a des opinions, écris-les et enlève-les.

4. Organisation des informations

a) Est-ce que tu as regroupé les informations selon ton plan? oui ____ non ____
Quelles sont les parties de ton plan?

- introduction ______________________________________
- corps: A: ______________________________________
  B: ______________________________________
  C: ______________________________________
  etc.: ______________________________________
- conclusion ______________________________________

Fais les changements, si nécessaire.

5. As-tu utilisé des mots de transition (e.g. d'abord, ensuite, enfin, en plus, etc.)

6. Y a-t-il des mots anglais dans ton exposé? Trouve-les et donne les équivalents en français.

mots anglais ____________________ mots français ____________________

____________________ ____________________

7. Y a-t-il des mots que tu répètes souvent (ex.: chose, avoir, être, faire, bon, petit, grand).

Lesquels? Trouve d'autres mots pour les remplacer

____________________ ____________________

____________________ ____________________

8. Est-ce que tu peux présenter oralement ces informations en utilisant
   A. la bonne prononciation?
   B. la bonne intonation?
   C. le bon débit, volume, rythme et gestes?

9. Quels temps verbaux as-tu utilisés? Pourquoi?

____

____

Est-ce que tu as utilisé les mêmes temps verbaux dans tout ton exposé? Oui __ Non __

Pourquoi? ____

____

10. Quelles sont les questions que tes camarades de classe te poseront peut-être?

____

Quelles sont les réponses possibles à ces questions?

____

ÉVALUATION FORMATIVE

Production orale d'un discours

à visée informative

(A destination de l'élève et de l'enseignant)

1. Sujet de l'exposé

    les informations sont
    - complètes
    - précises (en particulier les circonstances)
    - nouvelles
    - intéressantes.

2. Expression (ton de voix, attitudes et intérêt de l'émetteur).

3. Organisation des informations: peux-tu reconstruire le plan (introduction, corps, et conclusion) de l'exposé que tu viens d'entendre?

4. Faits vs opinions (s'il y a des expression d'opinions, enlever-les).

5. Mots de transition (donner deux exemples).

6. Variété des mots et anglicismes.

7. Prononciation (donner des exemples de mots mal prononcés), débit et volume, gestes et contact visuel.

8. Si tu as une question à poser à l'élève qui a fait l'exposé, fais-le.

ÉPREUVE DE RÉSUMÉ
Grille de Correction: Evaluation

	CRITÈRES	PRÉSENTATION	ÉCHELLE DESCRIPTIVE				NOTE
			A	B	C	D	
LE DISCOURS	1. Choix des Informations Retenues	Le texte comporte les informations essentielles du texte faisant l'objet du résumé. Note: sous l'angle du caractère essentiel des informations. - la présence suffisante concerne la quantité des informations. - la pertinence concerne la qualité et l'utilité des informations.	Présence plus que suffisante d'informations pertinentes. 20	Présence suffisante d'informations pertinentes. 15	Présence insuffisante d'informations pertinentes ou présence de quelques informations non pertinentes. 10	Présence très insuffisante d'informaitons pertinentes ou présence de plusieurs informations non pertinentes. 5	/20
	2. Caractère Informatif du Texte	Le texte est à caractère informatif, c'est-à-dire qu'il ne contient pas de commentaires sur les informations rapportées.	Pas de commentaires. 10	1-3 commentaires 7	3-5 commentaires 4	Plus de 5 commentaires. 1	/10
	3. Cohérence du Texte	Le texte est cohérent et articulé de façon plus particulière: a) les informations sont regroupées logiquement; b) les mots-liens (marqueurs de relations, paraphrases contextuelles, etc.), qu'ils soient à l'intérieur des phrases ou entre les phrases, sont utilisés de façon appropriée; c) les références sont identifiables, c'est-à-dire que le texte contient les informations nécessaires et suffisantes pour que le lecteur identifie de qui ou de quoi il est question, sans avoir recours au texte initial; d) la mise en paragraphes est appropriée	Informations regroupées logiquement; utilisation toujours appropriée des mots-liens; référents toujours identifiables; mise en paragraphes appropriée. 20	Informations regroupées logiquement; quelques mots-liens sont employés de façon peu appropriée; quelques référents sont difficilement identifiables; mise en paragraphes généralement appropriée. 15	Une information éparpillée; quelques mots-liens sont employés de façon peu appropriée; quelques référents sont difficilement identifiables; mise en paragraphes peu appropriée. 10	Plusieurs informations éparpillées; plusieurs mots-liens sont employés de façon peu appropriée; plusieurs référents sont difficilement identifiables; mise en paragraphes très peu appropriée. 5	/20

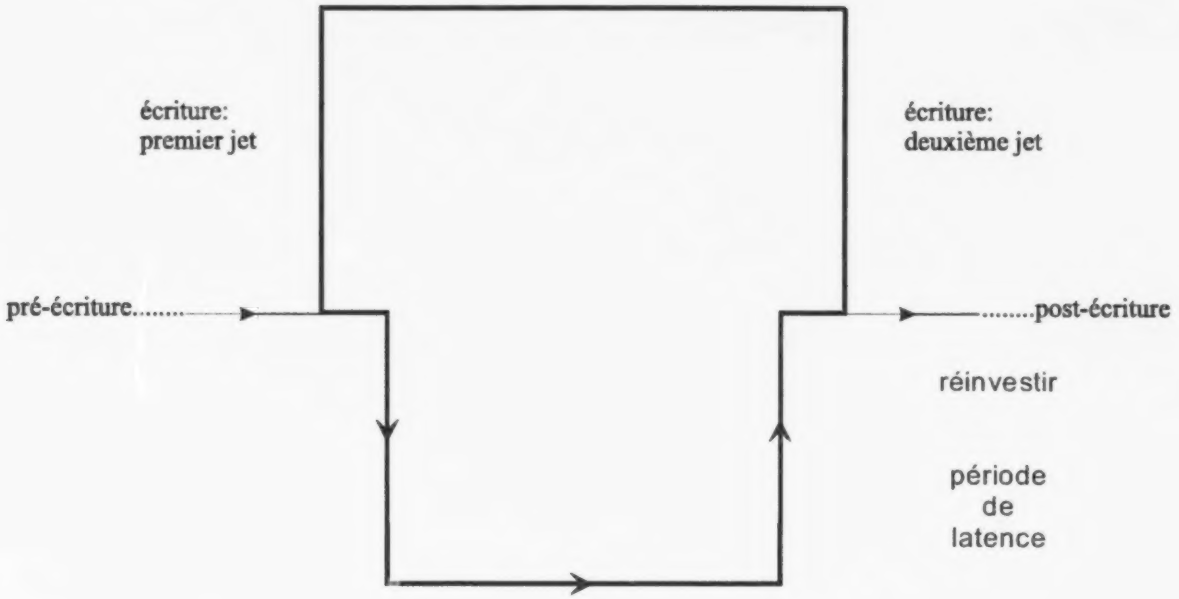
ÉPREUVE DE RÉSUMÉ
Grille de Correction: Evaluation

CRITÈRES		PRÉSENTATION	ÉCHELLE DESCRIPTIVE				NOTE
			A	B	C	D	
LA LANGUE	4. Choix du Vocabulaire	Le vocabulaire est précis, varié et correct.	Vocabulaire précis, varié et nuancé; pas d'anglicismes. 10	Vocabulaire précis; peu de contresens ou d'ambiguïtés; peu de répétitions inutiles; très peu d'anglicismes. 7	Vocabulaire parfois imprécis; pauvre dans l'ensemble; répétitions inutiles; présence de quelques anglicismes. 4	Vocabulaire imprécis; très pauvre dans l'ensemble; beaucoup de répétitions inutiles; présence de plusieurs anglismes. 1	/10
	5. Structure de la Phrase	Les phrases, simples ou complexes, sont bien construites: - tous les mots et groupes de mots nécessaires sont présents et au bon endroit; - l'ordre des mots et des groupes de mots est correct; - les diverses structures de phrase sont bien employées; - les auxiliaires et les verbes transitifs directs et indirects sont bien employés; - les pronoms relatifs, les prépositions, les conjonctions de subordination, les adverbes sont bien employés; - absence de structures propres à l'oral; - absence de structures anglaises.	Toutes les phrases, simples ou complexes, sont bien construites. 10	Presque toutes les phrases, simples ou complexes, sont bien construites; quelques-unes seulement posent un problème. 7	Plusieurs phrases, simples ou complexes, posent un problème. 4	La plupart des phrases, simples ou complexes, posent un problème. 1	/10
	6. Emploi des Verbes	Les verbes sont utilisés correctement, tant dans leur forme que dans leur emploi relatif.	Toujours: 0 - 2 erreurs. 20	Presque toujours: 3 - 5 erreurs. 15	Souvent: 6 - 8 erreurs. 10	Rarement: 9 erreurs et plus. 5	/20

ÉPREUVE DE RÉSUMÉ
Grille de Correction: Evaluation

CRITÈRES		PRÉSENTATION	ÉCHELLE DESCRIPTIVE				NOTE
			A	B	C	D	
LA LANGUE	7.Ponctuation et Majuscules	Les signes de ponctuation sont utilisés adéquatement. Considérer le point, la virgule, le point-virgule, le double point, le tiret et la parenthèse. Les majuscules sont utilisées adéquatement.	Toujours: 0 - 2 erreurs. 10	Presque toujours: 3 - 5 erreurs. 7	Souvent: 6 - 8 erreurs. 4	Rarement: 9 erreurs et plus. 1	/ 6
	8.Orthographe d'Usage	Les mots utilisés respectent les contraintes de l'orthographe d'usage.	Toujours: 0 - 2 erreurs 10	Presque toujours: 3 - 5 erreurs. 7	Souvent: 6 - 8 erreurs. 4	Rarement: 9 erreurs et plus. 1	/ 8
	9.Orthographe Grammaticale (Accords)	Les mots utilisés respectent les contraintes de l'orthographe grammaticale (en particulier les accords).	Toujours: 0 - 2 erreurs. 8	Presque toujours: 3 - 5 erreurs. 6	Souvent: 6 - 8 erreurs. 4	Rarement: 9 erreurs et plus. 2	/ 8
						TOTAL /100	

Évaluation formative révision/correction



acquisition de connaissances

1. - un texte (décontextualisé)
   - observation/découverte du fait linguistique
   - dégager la règle d'emploi

2. - un second texte (décontextualisé)
   - vérifier l'applicabilité de la règle dégagée

IV. Other ideas from colleagues are available from a variety of sources and as professional readings. One such example is the November 1989 edition of the Immersion Journal, which was devoted entirely to the subject of evaluation. Practical classroom examples were presented under the following titles:

- Test de rendement, Français, 6^e année, L. (Leduc) Nicholson;
- Vers une évaluation plus réaliste, P. Conn;
- La fiche d'observation du travail pratique: un outil de maïeutique, G. Deschenes;
- Évaluer l'évaluation formative pour une approche communicative efficace, L. Bélair.

APPENDIX J

Resources Materials - Ressources

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1. Teacher Resources (General)

Activities:

S & S Learning Materials: (Kits)
P.O. Box 63
Oshawa, ON
L1H 7K8

1) Fêtons l'Hallowe'en
2) Le Jour du Souvenir
3) Le Noël
4) La Saint-Valentin
5) La magie des contes de fées
6) Vive l'hiver
7) Les provinces canadiennes
8) Le raton-laveur
9) Le printemps
10) Les dinosaures
11) L'espace
12) Le carnaval
13) L'Action de Grâce
14) La Saint-Patrice
15) Les oiseaux
16) Le journal
17) Les animaux domestiques et sauvages
18) La ferme
19) Le système solaire
20) etc.

Alphabétisé-e-s Quatre essais sur le savoir-lire
Vivian Labrie
Institut québécois de recherche sur la culture

Vol d'oiseau - des activités de la grammaire

Communication Plus 1 & 2
Anne Marie Boucher et Michel Ledouceur, Centre Educatif et Culturel

Conte d'ivoire - la 6ième année
Gérard A. Dubé, Guérin

Découvertes et pratique de la grammaire en 6e
(les cahiers Bescherelle), Hatier, 1986

Dictées
(l'orthographe par la dictée) CM1, CM2, CE2, 5e, 6e
Sophie Valle, Hatier, 1983

Le petit Robert
Dictionnaire

Dictionnaire visuel anglais-français
Jean-Claude Corbeil et Ariane Archambault

Enseignement et apprentissage de la lecture
J. Giasson et J. Thériault

Explorons notre dictionnaire, Guérin
J'utilise mon dictionnaire
Jocelyne Dulude Deneault

Expression Ecrite (vers la rédaction)
Anne Hervé, Hatier, 1986

Grammaire et orthographe, Guérin

Homonymes, 4e année (kit)
Centre Franco-ontarien de ressources pédagogiques

J'apprends à connaître la langue française, Guérin

J'apprends à écrire, 4-5-6 années, Lidec

Je deviens une étoile en épellation - 5e
Marie et Louis Lévesque, Guérin

Je m'initie au dictionnaire avec le CEC Jeunesse
Michèle Gosselin et Claude Simard, Centre Educatif et Culturel, 1983

La collection de la communication:
La communication orale
Langue et société
Mondia

La communication par le jeu
Centre Educatif et Culturel Inc., 1987

Le monde animal
Editions Etudes Vivantes, Montréal

Le nouveau Bescherelle
L'art de conjuguer. Dictionnaire de 12000 verbes
Hurtubise HMH

L'environnement
David Suzuki, Héritage Jeunesse, 1991

Les verbes au bout des doigts
Claire Aline Lévêque et Normand Tousignant, Beauchemin

Majuscule
Français 2000
Editions du Phare Inc.

Orthographe et le renard Ortho
Suzanne Talbot, Les éditions d'immersion, 1986

Petit code grammatical
Alain De Bray
Brault et Bouthillier

Remplissons les trous
Editions Fran-Jeu, 1982

Thèmes de vocabulaire (4ième Immersion)
Program Development and Implementation
Branch, Department of Education, Fredericton, New Brunswick

Tout sur Noël
Collection Comment faire...
Suzanne Martel

Vade-mecum d'orthographe
Marcel Boisvert
Editions du C.R.E.T.E., Montréal

2. Drama Resources

Jeu dramatique
Collection le rideau s'ouvre, No. 1 à 7
Editions Etudes Vivantes

Le théâtre
La découverte du texte par le jeu dramatique
Editions La Lignée
C.P. 389
Beloeil, Québec
J3G 5S9

Théâtre mots magiques
- livre du maître
- cahier d'activités
- jeux scèniques

3. Poetry and Comptines

Cahier de poésie, 4-5-6 années
Joseph Lemieux, Guérin

Comptines en liberté, (disque)

La poésie, est-ce possible en immersion?
Denise Amyot
Coordonnatrice des programmes de Français
Northwest Territories
Education, Yellowknife, 1984

Le coeur et la cendre
Sauveur Cacoub
20, rue Chartran - 92200 Neuilly
France

Nelligan
Cassette
André Gagnon et Michel Tremblay
Québec Loisirs

Un goûter de poésie
Daniel Brassard, Graficor

4. Music Resources

A) Print Material

Apprenons par la musique
Lois Birkenshaw
Editions HRW Ltee

Chansons, contes et comptines
Gilles Vigneault
Les Nouvelles Editions de l'Arc

Matt Maxwell

B) Cassettes/Records

Carmen Campagne
Une voix pour les enfants

- Chantons les saisons
  Editions Etudes Vivantes, 1987
- *Félix Leclerc raconté aux enfants*
- *Hélène*, Roch Voisine
- *Je rap en français*, Vol. 1
- *Le club des 100 Watts*, Vol. 1 et 2
- *Le rapper chic*, Le Boyfriend
- *Rendez-vous doux*, Gerry Boulet
- Poèmes et chansons
  Collection "Passe-temps", Guérin Editeur inc.
- Ainsi que tout autre matériel francophone populaire du Québec, du Canada et de l'Europe. (ex: Francis Cabrel, Mario Pelchat, Laurence Jalbert, Patricia Kaas, etc....)

5. Audio-Visual Materials

Bibliothèque classique de Walt Disney

- Cassettes vidéo (ex.: Robin Des Bois)
- Cassettes vidéo des aventures de Tintin
- Cassettes vidéo des aventures d'Astérix

Matériel audio-visuel
(à louer ou acheter)
Learning Resources Distribution Centre

Comprends-tu
    Prentice Hall Media
    1870 Birchmont Road
    Scarborough, Ontario
    M1P 2J7

Filmstrips and Films
    National Film Board of Canada

Social Studies - Grade 4
    Videos

Vidéos divers
    Association francophone de St-Jean

6. Children's Literature

Bandes Dessinées:
- Boule et Bill
- Astérix
- Mafalda
- Achille Talon
- Gaston Lagaffe
- Tintin
- Lucky Luke
- Yakari

Coin Lecture
- SRA
- Editions MDI

Coin du Penseur
- SRA
- Editions MDI

Collection *Alouette*
    Editions Héritage

Collection *Aventures en tête*
    Editions Héritage

Collection *Choisis ta propre aventure*

Collection *Comment-Pourquoi?*
    Fiches reproductibles et textes
    Héritage Jeunesse

Collection *Découverte Benjamin*
    Gallimard Jeunesse

Collection *Degrassi*
    Editions Héritage

Collection *Détective Club*
    Editions Héritage

Collection *Explorateur en herbe*
    Héritage Jeunesse

Collections de fiches
    (Animaux, voitures, dinosaures, peinture....)
    Atlas Editions

Collection *J'aime lire*

Collection *Je lis tout seul*
    Editions Hurtubise

Collection *La courte échelle*

Collection *La grande encyclopédie junior*
Québec Loisirs

Collection *L'auberge des animaux*
Editions Héritage

Collection *L'aventure de...*
Scholastic

Collection *Légendes et contes de tous les pays*
Gründ
60, rue Mazarine
75006 Paris

Collection *Les yeux de la découverte*
Gallimard

Collection *Le monde merveilleux des animaux*
Grolier

Collection *Les baby-sitters*
Editions Héritage

Collection *Les copains de Val-Joli*
Editions Héritage

Collection *Minirose*
Bibliothèque Rose
Hachette Jeunesse

Collection *Papillon*
Edition Pierre Tisseyre

Collection *Pays et peuples*
Editions Hachette

Collection des petits débrouillards
Héritage Jeunesse

Collection Pour lire avec toi
Edition Héritage

Collection *Rue des Pommettes*
Editions Héritage

Collection *Sélection du Reader's Digest*
Reader's Heritage
(Comme lecture complémentaire, de recherche, ou autre)

Collection *Si tous les gens du monde...*
Editions Etudes Vivantes

Collection *Visa pour la science*
Editions Gamma

Contes en français facile
Guérin Editeur, 1989

Dépliants *La faune de l'arrière pays*
Service canadien de la faune
Ottawa

Différents animaux
Scholastic Publications Ltd
Ontario

7. Cultural Resources

Bureau du tourisme de Terre-Neuve
C.P. 2016
Saint-Jean, Terre-Neuve
A1C 5R8
(709) 576-2830
1-800-563-6353

Cassette Vidéo
Légendes du Québec
Narrateur: Félix Leclerc

Contes et légendes du Québec
Editions Héritage

De chez-nous
The Ontario Institute for Studies in Education

Le temps des sucres
The Ontario Institute for Studies in Education

Livrets de C.R.O.R.F.
(Centre des écoles séparées Catholiques du District du Nipissing)

La fête des mères
La fête des pères
L'Action de Grâces
L'Hallowe'en
Le Jour du Souvenir
La Saint-Valentin
La Sainte-Catherine
Le carnaval
Les saisons
Pâques

8. Revues et Journaux

Hibou
Vidéo presse
Astrapi
Zip
Je me petit débrouille
Le journal de Ronald McDonald (6 numéros par année)
Biosphère
Hydro Magazine Hydro Québec

Le Gaboteur

Dossier d'activités:
    Le journal en classe
    "La Tribune"
    1950, rue Roy
    Sherbrooke, Québec

Club de livres
    Québec Loisirs
    Arc-en-ciel
    Clic

Journaux
    La Presse: Montréal
    Le Soleil: Québec
    La Tribune: Sherbrooke

Revue: *Enjeux*
    Revue didactique du Français
    Facultés universitaires de NAMUR

Revue: *Lurelu*

Revue: *Québec Français*
    C. P. 9185
    Sainte-Foy, Québec
    G1V 4B1

Revue: *Vie Pédagogique*
Direction des communications
Ministère de l'Education
1035, rue De La Chevrotière
Québec, Québec
G1R 5A5

9. Documents Authentiques

Dépliants publicitaires

Etiquettes sur les vêtements neufs

Gadgets et souvenirs rapportés d'un endroit francophone

Guides touristiques
Gouvernement du Québec
Ministère du Tourisme

Les emballages de produits alimentaires ou pharmaceutiques (bilingue)

Les menus de restaurant

Les pages bleues de l'annuaire de téléphone

Livres de recettes

Posters

Poster Argus
PMB Industries Ltd
81 Mack Avenue
Scarborough, Ontario
M1L 1M5

Questionnaires ou dépliants bilingues des services gouvernementaux

10. Computer Software

L'accord des verbes usuels I et II
Par Jocelyne Bisaillon
Apple II et Apple IIc
Guérin éditeur

L'éditeur Gem
Par Digital Research
Max-20 et IBM-PC & compatibles
CRAPO
2901 est, rue Louvain
Montréal, Québec
H1Z 1J7

Baseball
Par Michel Morissette
Max-20 et IBM-PC & compatibles
Editions FM
1113, ave Desnoyers
Laval, Québec
H7C 1Y6

Les banquiers
Par Michel Lyons et Robert Lyons
Max-20 et IBM-PC et compatibles
Editeur Puce
342, rue Sherbrooke Est
Montréal, Québec
H2X 1E6

Les chemins de Louis-Etienne
Didacticiel DOKED-Série "l'espace": 1
Apple II, Apple IIc, Commodore 64, IBM-PC et compatibles, Max-20
Editeur Didaktek
915, Mgr Grandin
Sainte-Foy, Québec
G1V 3X8

Chevaliers II
Productions Sined Eitrol
Max-20
269, Rose-Almaz
Rosemère, Québec
J7A 3B9

Choix des opérations
Par Ghislain Roy
IBM-PC, IBM-PCjr, Max-20
Productions Sined Eitrol
Créations pédagogiques sur ordinateur
269, rue Rose-Alma
Rosemère, Québec
J7A 3B9

Les mots-gigognes
CRAPO

Le tour du Canada en train
Ludicatif

Clavier vidéo interactif
Par Pierre legault et Monique Gascon
IBM-PC et compatibles, IBM-PCjr, Max-20
Pile Informatique
106, rue Pontmain
Laval, Québec
H7N 4K4

Composition assistée
Par Gilles Landiault et Alain Rochefort
Icon I, Icon II
Centre Franco-ontarien de ressources pédagogiques
339, rue Wilbrod
Ottawa, Ontario
K1N 6M4

Conjugaison
Par W. Davis, M. Dumas et Eric Roberge
IBM-PC et compatibles
Editeur Québit Logiciels Inc.
586 est, rue Fleury
C.P. 292, Succ. Bourassa
Montréal, Québec
H2C 3G2

Le cycle de l'eau
Par Norman Kanemy, Monique Auger et Claire Tremblay
IBM-PC et compatibles
Editeur Crapo
2901, rue Louvain est
Montréal, Québec
H1Z 1J7

Dactylo
Saint-Jean Chrysostôme : Logitron
Max-20, IBM-PC et compatibles
Editeur Logitron
970, rue Tardif
St-Jean-Chrysostôme, Québec
G6Z 2A8

Le dessinateur de précision gem
Par Digital Research
Max-20, IBM-PC et compatibles
Editeur Crapo
2901 est, rue Louvain
Montréal, Québec
H1Z 1J7

## Dictée électronique ##
par Normans Labelle
Commodore 64
Editeur Puce
342, rue Sherbrooke est
Montréal, Québec
H2X 1E6

Mots mystères
CRAPO

La bataille des mots
Gessler Educational Software

Le dictionnaire
Max-20, IBM-PC et compatibles
Editeur Graficor informatique
175, boul. De Montagne
Boucherville, Québec
J4B 6G4

Energie
Par la Commission scolaire Baldwin-Cartier
Max-20, IBM-PC et compatibles
Editeur Télématex Data Inc.
1668, ave Lincoln
Montréal, Québec
H3H 1G9

Evalue-toi: condition physique
Par Line Cormier et Chantal J. Roy
IBM-PC et compatibles
Société internationale de médiatique SIM Inc.
2875, boul. Laurier
Edifice Delta 11
6^{e} étage
Sainte-Foy, Québec
G1V 2H3

## La fleur ##
En collaboration avec le jardin botanique de Montréal
IBM-PC et compatibles
CRAPO
2901 est, rue Louvain
Montréal, Québec
H1Z 1J7

Fractions
Par Denis Lortie
Commodore 64
Productions Sined Eitrol
269, rue Rose-Alma
Rosemère, Québec
J7A 3B9

Géographie du Canada
Par Claude Malka
Commodore 64
Editeur Logidisque
1225, rue de condé
Montréal, Québec
H3K 2E4

Heure
Par Léone Chiasson
Apple IIe, Apple IIc
Editeur Guérin
4501, rue Drolet
Montréal, Québec
H2T 2G2

Les ballons magiques
Ludicatif

## *Homophones grammaticaux* ##
Par Emmanuel Chenard
Apple II+, apple IIe, Apple IIc
Editions FM
1113, rue Desnoyers
Laval, Québec
H7C 1Y6

L'illustrateur
Par Benoit Tremblay et Jean-Jacques Lucas
Max-20, IBM-PC et compatibles
Editions FM
113, rue Desnoyers
Laval, Québec
H7C 1Y6

## *Intonation élémentaire* ##
Apple II
Editeur Ad Lib
220 est, Grande-Allée
Québec, Québec
G1R 2J1

Je conjugue
Apple IIe, Apple IIc, apple II+
Editeur Ad Lib
220, Grande-Allée est
Bureau 960
Québec, Québec
G1R 2V3

Je lis...J'écris
Par le conseil des écoles séparées catholiques de Sudbury
Commodore 64
Editeur Guérin
4501, rue Drolet
Montréal, Québec
H2T 2G2

## *Lecto* ##
Par Jacques Beauregard
IBM-PC et compatibles
Editeur Logitron
970, rue Tardif
St-Jean-Chrysostôme, Québec
G6Z 2A8

Lieux et personnages célèbres
Par Léopold Martel
Apple II+, Apple IIe, Apple IIc, IBM-PC et compatibles, Max-20
Editeur Logidisque
1225, rue de Condé
Montréal, Québec
H3K 2E4

Une enquête au zoo
Ludicatif
1394, du Chataignier
Boisbriand, Québec
J7G 2Y6

## *Logowriter* (version française) ##
Par Seymour Papert et Brian Silverman
IBM-PC et compatibles, IBM-PCjr, Max-20, Apple IIe
Apple IIc, Apple IIgs, Commodore 64
Systèmes d'ordinateur LOGO Inc.
1000, boul. Roche
Vaudreuil, Québec
J7V 6B3

Math-thématique: 4e, 5e, 6e années + *Synthèses*
Par Doug Super
Max-20, IBM-PC et compatibles
Editions FM
1113, rue Desnoyers
Laval, Québec
H7C 1Y6

Message-espion
Max-20, IBM-PC et compatibles
Graficor Informatique
175, boul. De Mortagne
Boucherville, Québec
J4B 6G4

La météo
Par la C. S. Le Gardeur
Max-20, IBM-PC et compatibles
Editeur Puce
342, rue Sherbrooke est
Montréal, Québec
H2X 1E6

Mon cahier d'écriture liée
Par Pierre Mercier
IBM-PC et compatibles, IBM-PCjr, Max-20
Croquimage
C.P. 247
Succursale Laval-Des-Rapides
Laval, Québec
H7N 4Z9

## *Mosaique* ##
Par Alain Taurisson
IBM-PC et compatibles, IBM-PCjr, Max-20
Atsanik Inc.
5476 Isabella
Montréal, Québec
H3X 1R6

Mot en vedette
Par le Conseil des écoles séparées catholiques de Sudbury
Commodore 64
Editeur Guérin
4501, rue Drolet
Montréal, Québec
H2T 2G2

Le château hanté
Ludicatif

Mots croisés vivants
Max-20, IBM-PC et compatibles, IBM-PCjr
Pile informatique
106, rue Pontmain
Laval, Québec
H7N 4K4

Nous les étoiles du Français 3e, 4e, 5e années
Par le Conseil des écoles séparées catholiques de Sudbury
Commodore 64
Editeur Guérin
4501, rue Drolet
Montréal, Québec
H2T 2G2

Réso
Par Johanne Guidotti
Max-20, IBM-PC et compatibles
Editeur Puce
342, rue Sherbrooke est
Montréal, Québec
H2X 1E6

## Résolution de problème ##
Max-20, IBM-PC et compatibles
Editeur Logitron
970, rue Tardif
St-Jean-Chrysostôme, Québec
G6Z 2A8

Les saisons
Par Norman Kanemy, Monique Auger, Claire Tremblay et Sylvain Bernier
IBM-PC et compatibles
Editeur Crapo
2901, rue Louvain est
Montréal, Québec
H1Z 1J7

Sériation
Max-20
Productions Sined Eitrol
269, rue Rose-Alma
Rosemère, Québec
J7A 3B9

Le sorcier d'Iz
Par Louise O'Donnell-Jasmin et Gabriel Lefèvre, en collaboration avec le CDAME
Max-20, IBM-PC et compatibles
Logodisque
C.P. 10, Succursale D
Montréal, Québec
H3K 3B9

## Spatiotests ##
Par Sébastien Grammond, Jacques Racine et Martin de Rome
Max-20, IBM-PC et compatibles, Apple II+, Apple IIe, Apple IIc
Québit Logiciels Inc.
C. P. 292
Succursale Bourassa
Montréal, Québec
H2C 3G2

Syllabes-mystères
Max-20, IBM-PC et compatibles
Crapo
2901 est, rue Louvain
Montréal, Québec
H1Z 1J7

Table de multiplication
Par le Conseil des écoles séparées catholiques de Sudbury
Commodore 64
4501, rue Drolet
Montréal, Québec
H2T 2G2

Vocabulaire orbite
Par Jean-Guy Chénard
Max-20, IBM-PC et compatibles, IBM-PCjr
Editeur Diade enr.
689, 1 ère rue
Rimouski-est, Québec
G5L 1J8

Vrai ou faux: jeu questionnaire sur le vocabulaire français
Par Gérard Blanc
Apple II+, Apple IIe, Apple IIc
Logidique
1225, rue de Condé
Montréal, Québec
H3K 2E4

Devant et après un titre, indique un logiciel fortement suggéré.

Adresses tirées de: SDM (Services documentaires multimédia inc.)
1685, rue Fleury est
Montréal, Québec
H2C 1T1
Tel: (514) 382-0895
Fax: (514) 384-9139

11. Les jeux

Bingo des mots
Yves Thérien, Graficor

Jeu de 2030
Ravens Burger, Made in West Germany

La conquête ds mots
Beauchemin

La pêche aux mots
Beauchemin

Premiers mots croisés
Initiation Nathan

Prof Géo
RDN Games Publiber Limitée

Scrabble (en Français)
Chieftain Products Inc.

Auto correct Art

APPENDIX K

Adresses Utiles

Brault et Bouthillier Ltée
700, avenue Beaumont
Montréal, PQ
H3N 1V5

Breakwater Books
100 Water Street
P.O. Box 2188
ST. John'S, NF
A1C 6E6

Centre Educatif et Culturel
8101, boul. Métropolitain est
Montréal, PQ
H1J 1J9

Centre de ressources franco-ontarien
290, rue Dupuis
Vanier, ON
K1L 1A2

Editions l'artichaut
C.P. 613
Rimouski, PQ
G5L 7C5

Editions Beauchemin Ltée
3281, avenue Jean Béraud
Chomedy
Laval, PQ
H7T 2L2

Editions de la Chenelière Inc.
215, rue Jean-Talon Est
Montréal, PQ
H2R 1S9

Editions Etudes Vivantes
6700, chemin Côte de Liesse
Saint-laurent
Montréal, Québec
H4T 1E3

Editions Fm
1113, avenue Desnoyers
Laval, PQ
H7C 1Y6

Editions Héritage Inc.
300, rue Arran
St. Lambert, PQ
J4R 1K5

Editions HRW Ltée
8035, rue Jarry Est
Montréal, PQ
H1J 1H6

Editions d'immersion Ltée
P.O. Box 106, Station V
Toronto, ON
M6R 3A4

Editions du Phare
105, rue de Martigny Ouest
Saint-Jérome, PQ
J7Y 2G2

Editions Pierre Tisseyre
8925, boul. Saint-Laurent
Montréal, PQ
H2N 1M5

Editions Québec/Amérique
425, rue St-Jean Baptiste
Montréal, PQ
H2Y 2Z7

Educalivres
955, rue Burgar
Laval, PQ
H7L 4Z7

Profil Culturel
Centre Interculturel Monchanin
4917, rue Saint-Urbain
Montréal, Québec
H2T 1W1

Gallimard
a/s DMR Distribution
472, rue Deslauriers
Ville Saint-Laurent, PQ
H4N 1V8

Gessler Educational Software
55 West 13 Street
New York, NY
10011 - 7958

Graficor
175, boul. De Montagne
Boucherville, Québec
J4B 6G4

Grolier Ltd
16 Overlea Blvd
Toronto, ON
M4H 1A6

Hachette Canada
4000 - 1A, boul. Robert
Montréal, PQ
H1Z 4H6

Hatier
839 est, rue Sherbrooke
Montréal, PQ
H2L 1K6

Hurtubise HMH
7360, boul. Newman
Lasalle
Montréal, PQ
H8N 1X2

Lidec Inc.
C.P. 670
Outremont
Montréal, PQ
H2V 4N8

La maison québécoise du théâtre pour l'enfance et la jeunesse
255, rue Ontario Est
C. P. 456 dépôt N
Montréal, PQ
H2X 3N3

OISE Press
The Ontario Institute for Studies
in Education
252 Bloor Street West
Toronto, ON
M5S 1V6

Québec Loisirs
6150, Trans Canadienne
Ville Saint-Laurent
Montréal, Québec
H4T 1X5

Scholastic (Atlantic Rep.)
144 Rutledge Street
Bedford, NS
B4A 1X6

Vie Pédagogique
Direction des ressources matérielles
Ministère de l'Education
1035, rue De la Chevrotière, 14^{e} étage
Québec, Québec
G1R 5A5

Vidéo Presse
Editions Pauline
3965, boul. Henri-Bourassa est
Montréal, Québec
H1H 1L1